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ABSTRACT

The purpose of this project was to assist selected vocational teacher education institutions in progressing toward implementing more fully functioning and broadly based performance-based teacher education (PBTE) programs. PBTE implementation problems, strategies, and solutions were identified and documented for use as a resource by others interested in implementing PBTE. From forty-two eligible sites, five leadership sites and fifteen other sites were selected to participate. Participants met to identify and prioritize PBTE implementation problems, identify viable strategies for solving these problems, and develop plans of action at each site. A second meeting was held to assess progress made and initiate specific plans for a dissemination workshop to share implementation strategies and related materials. Each workshop participant received data concerning the progress made by each leadership site, narrative comments prepared by each leadership site concerning problems and strategies, and six resource packages covering six key problem areas. Fifteen appendixes include a project description, status study instrument, planning worksheets, slide-tape scripts, case studies, and evaluation reports. (Author/LRA)

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IMPLEMENTING PERFORMANCE-BASED TEACHER EDUCATION

Final Report
Project No. OH-V-710 (N)
Grant No. GO5-77-00149

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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This Personnel Development for Implementing Performance-Based Teacher Education training program was conducted by the National Center for Research in Vocational Education in cooperation with the U.S. Office of Education under the provisions of EPDA Part F, Section 553, and The Ohio State Board for Vocational Education.

The work reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

FOREWORD

This final report documents a scope of work which was planned and completed as a natural outgrowth of previous work at the National Center in the area of PBTE. Since the 384 competencies important to vocational teaching were identified at the Center in 1972, staff on the Professional Development in Vocational Education program have been involved in developing, testing, and revising modularized materials to deliver on those competencies. In the testing processes (preliminary testing, advanced testing) and through the two phases of an EPDA project entitled the National Institute for Performance-Based Teacher Education, 42 sites became involved in using the modules and implementing PBTE with assistance from National Center staff. According to feedback from these sites, what they now needed was assistance in overcoming persistent implementation problems and planning for further, more comprehensive, implementation. The project described herein, Implementing Performance-Based Teacher Education, was designed in response to the needs expressed by these sites. The documentation resulting from the activities of these sites, and the existence of 20 "lighthouse" sites, should provide others interested in implementing PBTE with a rich resource.

The following six PBTE Implementation Resource Packets are considered part of this final report by reference only:

Orienting Pre- and Inservice Teachers to PBTE
Promoting Acceptance of PBTE Among Potential Resource Persons
Training Resource Persons in Use of PBTE
Managing Resource Persons' Time Requirements for PBTE
Identifying Core Competencies
Locating Actual School Situations; and Managing the Assessment of Teacher Performance

In the same manner, the color slide/audiotape, "U and PBTE," and the updated version of the overview color slide/audiotape, "The Performance-Based Professional Teacher Education Curricula," are considered a part of the final report.

As with any national effort of this magnitude, many persons contributed to its success. Special recognition for major individual roles goes to: James B. Hamilton, Project Director; Robert E. Norton, Senior Research Specialist; Glen E. Fardig, Research Specialist; and Karen M. Quinn, Lois G. Harrington, and Audni Miller-Beach, Program Associates. Lois Harrington is due additional recognition for drafting major portions of this report. Recognition is also extended to Janet Spirer Weiskott for her role in the evaluation of major project activities, and to the consultants who contributed so much to the success of the Planning Workshop: Kay Adams of the National Center evaluation staff; Gene Hall, University of Texas; Loye Y. Hollis, University of Houston; and H. Del Schalock, Oregon State System of Higher Education.

Sincere appreciation is also extended to the teacher educators and state department personnel from the five leadership sites and fifteen dissemination sites who shared so freely of their experiences and materials, thus ensuring the success of the Dissemination Workshop; to the many vocational teacher educators who shared their ideas and materials for Resource Packets; to the University of Houston and the College of Education for hosting our Site Leaders March meeting; and to the members of the National Planning Group for their advice and assistance in defining and completing project activities.

Finally, thanks are extended to Darrell Parks, State EPDA Coordinator, Ohio; George Kosbab, Assistant Director, Ohio; Daryl Nichols, USOE Region V EPDA Program Officer; and Duane Nielson, Chief, Vocational Education Personnel Development, Bureau of Occupational and Adult Education, USOE, for their guidance and administrative assistance in planning and conducting this project.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

ABSTRACT

Project No.: OH-V-710(N) **Grant No.:** G05-77-00149

Title of Project: Implementing Performance-Based Teacher Education

Grantee Organization: The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Project Director: James B. Hamilton

Period Covered: July 1, 1977 to December 31, 1978

The purpose of this project was to assist selected vocational teacher education institutions--previously involved in testing and using the National Center's PBTE modules--in progressing toward implementing more fully functioning and broadly based performance-based teacher education programs. Through the activities conducted, PBTE implementation problems, strategies, and solutions were identified and documented for use as a resource by others interested in implementing PBTE.

From 42 eligible sites, five leadership sites and fifteen other sites were selected to participate. A meeting of the leadership sites was held in October to identify and prioritize PBTE implementation problems, identify viable strategies for solving these problems, and develop plans of action specifying the problems to be addressed and strategies attempted at each site. A second meeting of the five leadership sites was held in Houston in March to assess progress made and initiate specific plans for the dissemination workshop.

The dissemination workshop was held in June with representative(s) from each of the 15 implementation sites and consultant(s) from each of the leadership sites. The overall purpose of the workshop was to promote and structure the sharing of implementation strategies and related materials among sites. To assist this process, each participant was provided with data concerning the implementation progress made by each leadership site during the project duration (derived from status reports), together with narrative comments prepared by each site concerning problems and strategies. In addition, each participant received six resource packages covering six key problem areas. These packets were developed by project staff, and incorporated materials and ideas solicited from all 42 PBTE sites with which the National Center had previously worked.

CONTENTS

Foreword. iii

Abstract. v

Chapter I: Introduction 1

Background 1

Objectives 2

Chapter II: Accomplishments. 5

Revision of Proposal 5

Site Selection Criteria. 6

Site Applications. 8

Planning Group Input 9

Site Selection 11

Initial Status Study 12

Planning Workshop--Leadership Sites. 14

Houston Meeting--Leadership Sites. 17

Product Development. 18

Technical Assistance 24

Dissemination Workshop 24

Chapter III: Major Activities and Events. 27

Chapter IV: Problems 29

Chapter V: Publicity/Dissemination. 31

Chapter VI: Data Collection and Evaluation Findings. . . . 33

Chapter VII: Staff Employment and Utilization 35

Chapter VIII: Participant Characteristics. 37

Chapter IX: Summary and Conclusions. 39

Appendix A: Potential Sites, Project Brochure, Application Form, and Cover Letter 41

Appendix B: Agenda--National Planning Group. 61

Appendix C: Program Description--Centergram. 67

Appendix D: Status Study Instrument. 71

Appendix E: Agenda--Planning Workshop. 83

Appendix F: Planning Worksheets. 91

Appendix G: Agenda--Houston Meeting. 97

Appendix H: Slide/Tape Script--"U and PBTE". 101

Appendix I: Slide/Tape Script--"The Performance-Based Professional Teacher Education Curricula". . . 111

Appendix J: Case Study Form--Sample Working Copy 117

Appendix K: Case Studies 123

Appendix L: Agenda--Dissemination Workshop 219

Appendix M: Evaluation Report--Planning Workshop 227

Appendix N: Evaluation Report--Dissemination Workshop. . . 253

Appendix O: Evaluation Report--Status Studies. 279

CHAPTER I: INTRODUCTION

Background

In the fall of 1977, a total of 42 sites had been involved in testing the 100 PBTE modules developed at the National Center or in working with the National Center to begin to implement PBTE in their institutions. In addition, the process of having the modules published by a commercial publisher was in its final stages. The modules would soon be available to all institutions and, to be used properly, they needed to be incorporated into some form of PBTE program. Yet, feedback from the 42 sites indicated that, although they had attacked and solved some implementation problems, there were more--in some institutions, many more--implementation problems to be addressed.

PBTE staff at the National Center felt an obligation to continue what they'd started--to assist these sites they'd initiated into PBTE in moving PBTE further along toward full institutionalization. Furthermore, staff felt that, for the 100 modules to be utilized effectively, users needed written information concerning how best to implement these modules into a PBTE program within a teacher education institution. PBTE staff had developed, theorized, observed, and assisted, but it was the personnel at the 42 sites who had actually implemented, or tried to, in the real world of teacher education. Thus, it was felt that the time had come to refocus attention; rather than training additional sites using the material produced to date, it was time to provide an opportunity to the 42 prior users to share experiences, to identify common problems, and to learn from one another.

The payoffs were several. The five leadership sites involved would have assistance in identifying and solving selected implementation problems within their institutions. Through documentation and sharing, all 20 sites would receive assistance with their problems; for any problem raised, the experiences of others could help delineate what could be tried, what had been tried already and failed, and what worked and why. Finally, the documents and products of the project, as well as the 20 sites, could serve as resources and provide road maps to others wishing to initiate PBTE programs.

Objectives

As originally proposed, 20 institutions (from the 42 eligible sites) would be selected for participation in the project, and the objectives were defined as follows:

Principal Objectives

1. to assist [20] selected vocational teacher education institutions in progressing toward implementing more fully functioning and broadly based performance-based teacher education programs
2. to provide documentation concerning PBTE implementation problems, strategies, and solutions usable as a resource by all teacher education personnel interested in implementing PBTE

There were eight additional subordinate objectives specifying plans for working with these 20 institutions throughout the project in further implementing PBTE.

As a result of some extensive restructuring during negotiations of the project, it was decided that, although a total of 20 institutions would be involved, only five of those--designated leadership sites--would plan for and carry out further implementation of PBTE during the project, and that their experiences would then be shared with the other fifteen implementation sites during a dissemination workshop at the end of the project. Thus, the subordinate objectives were revised as follows:

1. to refine plans for the project
2. to assist five leadership institutions in identifying their current status and problem areas relative to institutionalization of performance-based vocational teacher education
3. to provide, in a workshop setting, opportunity for participants from leadership sites to work with consultants on PBTE implementation problems and plans
4. to assist participants from each of the leadership sites in developing an implementation plan of action
5. to gather and compile information concerning implementation strategies for use by leadership sites in planning solutions to their institutional problems
6. to provide a variety of technical assistance to the leadership sites as they implement their plans of action
7. to assist leadership sites in evaluating their progress in institutionalizing PBTE
8. to disseminate the results of implementation in five institutions, and disseminate the implementation resource materials developed during the course of the project to fifteen additional sites

The accomplishments and significant findings resulting from the completion of each of the project objectives are explained in the remaining sections of this report. Insofar as possible the report follows the outline for Program Performance Reports for Adult Vocational Education Professions Development Act (EPDA) Programs.

CHAPTER II : ACCOMPLISHMENTS

Revision of Proposal

As indicated previously, some major restructuring of the proposed activities was done at the outset of the project in response to the concerns expressed by the proposal reviewers and the need for increased cost-effectiveness. Original plans called for selecting 20 of the 42 eligible institutions to participate in the project. All 20 would then complete a needs assessment study, participate in a planning workshop, complete implementation plans, implement those plans, and receive technical assistance. The recommendations of the reviewers concerning this proposed scope of work were as follows:

- Reduce budget...possibly by reducing technical assistance sites to five sites with high probability of success during eight months period.
- Identify and prepare 3-5 case studies before technical assistance process.
- Diagnose and document initial condition of sites, describe funding condition, and publish as pre/post case studies.
- Conduct dissemination workshop for remaining sites committed to installation with case studies as primary focus of the workshop.

Consequently, the project scope of work was reconceptualized as follows. Plans now called for selecting five sites (from the 42) to participate in an intensive effort to identify implementation problems, develop solution strategies, and develop and carry out plans of action for implementing the strategies at their institutions. As part of their responsibilities, the leadership sites would also produce case studies documenting their implementation status and activities. These "leadership sites" would be selected on the basis of their proven performance and probability of success, and would tend to function as demonstration sites.

The intensive implementation planning workshop would be limited to three representatives from each of the five sites, and three outside consultants would be hired to work with the group. Two consultation visits would be made to each of the five sites during the course of eight-month implementation action period to provide technical assistance. The dissemination workshop would be attended by one representative from each of 15 additional selected institutions (others could attend on a self-supporting basis), with representatives from the leadership sites serving as consultants.

An addendum to the original proposal specifying these recommended changes was prepared and submitted in May 1977, and received approval.

Site Selection Criteria

The sites eligible for participation were those 42 institutions who had participated in prior PBTE activities conducted by the National Center to test and implement its PBTE curricula. Since these institutions had gone through a previous selection process in order to have been included in the prior activities, it was felt that they had already met certain criteria specified in those applications, including--

- The state department of vocational education is strongly supportive of the implementation of PBVTE.

- The individual at the state level with direct responsibility for vocational personnel development has a strong commitment to the implementation of preservice and inservice PBVTE programs.

- There is a strong personal commitment to PBVTE on the part of the individual directly responsible for planning and conducting the vocational teacher education programs at the institution.

- The administration and staff of his/her institution approve of and support the concept of PBVTE.

- There is a history of cooperation between professional personnel in the state department of education and the vocational teacher education faculty.

- There is evidence of the ability of the teacher education institution/agency to commit resources (facilities, adequate numbers of students, and professional personnel) to the implementation of a PBVTE program.

- The institution/agency has demonstrated leadership in the preparation of vocational teachers.

- The institution/agency is anxious to work cooperatively with the National Center in training personnel to use and evaluate PBVTE curricular materials.

- Preliminary plans have been formulated for the implementation of PBVTE.

- Preferably, the institution/agency should be preparing both pre- and inservice teachers in a number of vocational areas at the secondary and/or postsecondary levels.

For the purposes of selecting leadership sites, several additional criteria were proposed, subject to approval by the National Planning Group:

- Both the state department of vocational education and the institution/agency have a strong commitment to the further institutionalization of PBVTE and are willing and able to commit the necessary resources to this end.

- The institution/agency has established a good track record in their implementation activities to date (i.e., proven performance).
- The institution/agency should have a high probability of success in further implementation efforts.

Site Applications

Announcement brochures and application forms were sent on July 22, 1977 to each of the 42 potential sites (see Appendix A for a list of the 42 sites and copies of the brochure, application form, and cover letter). By the August 19th deadline, thirteen applications had been received, together with several letters of interest from sites wishing to participate in the Dissemination Workshop as one of the 15 additional sites.

As part of the application, respondents were asked to "list and briefly describe what you consider to be the three major problems or constraints currently restricting further implementation of PBTE in vocational teacher education programs (these problems need not necessarily exist at your institution)." In preparation for the meeting of the National Planning Group, the responses to this item--together with information included in the final reports from sites provided as part of the second phase of the National Institute for Performance-Based Teacher Education--were analyzed. This analysis resulted in a listing of key problem areas cited, with data concerning the number of times each area was cited. The 41 problem areas were then logically clustered into six major areas as follows:

- Change Process
- Program Design
- Management of Instruction
- Resources
- Program Costs and Funding
- Administration

Planning Group Input

A National Planning Group was selected and convened on August 25-26, 1977. The function of this group was to advise project staff concerning the major activities of the proposed scope of work. Specifically, they reviewed and made recommendations concerning (1) prioritization of criteria for selection of leadership sites, (2) identification of PBTE implementation problems (in reference to the 41 problem areas previously described), (3) activities and resources for the Planning Workshop, (4) evaluation procedures, (5) technical assistance procedures, (6) project products, and (7) criteria for selection of Dissemination Workshop participants. (See Appendix B for a copy of the meeting agenda.)

Members of the National Planning Group were as follows:

Region I - Dr. Arthur Berry, Chairman
Department of Industrial Education and Technology
University of Maine at Portland-Gorham
Gorham, Maine 04038

Region II - Dr. Joan Borum Penrose, Assistant Professor
Occupational Education
Department of Education
New York Institute of Technology
P.O. Box 170
Old Westbury, L.I., New York 11568

Region III - Mr. Kenneth A. Swatt
State EPDA Coordinator
Pennsylvania State Department of Education
Harrisburg, Pennsylvania 17101

Region IV - Dr. R. Clinton Parker, Assistant Dean
College of Fine and Applied Arts
Appalachian State University
Boone, North Carolina 28608

Region V - Dr. Max Eddy, Professor and Chairman
Department of Industrial Education
School of Technology
Purdue University
Lafayette, Indiana 47907

Region VI - Dr. Kenneth W. Brown, Director
Secondary Curriculum and Instruction
College of Education
University of Houston
Houston, Texas 77004

Mr. R. Don Wilson, Assistant Professor
Eastern New Mexico University
Portales, New Mexico 88130

Region VII - Dr. Hazel Crain, Coordinator
Vocational-Technical Education
University of Nebraska
Lincoln, Nebraska 68508

Region VIII - Dr. E. Charles Parker, Assistant Professor
Utah State University
Logan, Utah 84322

Other - Dr. Gwendolyn Austin, Program Specialist
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Washington, D.C. 20202

Site Selection

Using the selection criteria and the input provided by the National Planning Group, the following five institutions were selected as leadership sites:

- Purdue University
  Dr. Betty A. Sawyers, Site Coordinator; Dr. William B. Richardson, Associate Site Coordinator; Dr. Mary Jenet Penrod, State Department Representative
- State University College, Utica/Rome
  Dr. John W. Glenn, Jr., Site Coordinator; Dr. Eugenio A. Basualdo, Associate Site Coordinator; Mr. James E. McCann, State Department Representative
- Temple University
  Dr. Richard A. Adamsky, Site Coordinator; Dr. Calvin J. Cotrell, Associate Site Coordinator; Mr. Kenneth A. Swatt, State Department Representative
- University of Rhode Island
  Dr. Patricia S. Kelly, Site Coordinator; Dr. Donald E. McCreight, Associate Site Coordinator; Mr. Frank Pontarelli, State Department Representative
- Utah State University
  Dr. Neill C. Slack, Site Coordinator; Dr. E. Charles Parker, Associate Site Coordinator; Dr. Jed W. Wasden, State Department Representative

In addition, fifteen other sites were selected to participate in the Dissemination Workshop, including--

- University of Arizona
  Dr. John T. Condon
- University of Tennessee
  Dr. David G. Craig
- University of Nebraska-Lincoln
  Dr. Niel Edmunds

- Michigan State University
  Dr. George W. Ferns

- Brigham Young University
  Dr. Edwin C. Hinckley

- Westfield State College
  Dr. Robert H. Jackman

- Central Connecticut State College
  Dr. Robert S. Lang

- University of Pittsburgh
  Dr. Ruth M. Lungstrum

- University of New Hampshire
  Mr. Keith McCall

- University of Louisville
  Dr. L. Dean McClellan

- Central Washington University
  Dr. C. Duane Patton

- University of Michigan-Flint
  Dr. Ethel M. Smith

- New York Institute of Technology
  Dr. Joan B. Penrose

- University of Vermont
  Dr. Walter L. Wimmer

- The Ohio State University
  Ms. Georgena Kay Rogers

Each of these 20 sites were notified of their selection, and a program description was included in the August 1977 Centergram for publicity purposes (see Appendix C).

Initial Status Study

In order to document the progress which would (or would not) be made by each of the leadership sites in attacking specified implementation problems at their institutions during the eight months of their participation, a status study instrument was needed. This instrument was devised by project staff, using input from the literature, from documentation prepared during previous PBTE projects, and from the National Planning Group who reacted to a preliminary draft of the instrument. The final instrument included 59 statements describing factors felt to influence an institution's ability to implement PBTE, e.g., "The management system makes provision for different students to be at a variety of points of development at the same time." The 59 statements were clustered into eight major areas of concern as follows:

A. Support Policies
B. Management Policies
C. Staffing
D. Physical Facilities
E. Operational Procedures
F. Specification of Competencies
G. Delivery System
H. Student Assessment

Respondents at each of the leadership sites were asked to complete a single status study by (1) rating each statement on the instrument on a 7-point scale (e.g., not at all - to a great extent), (2) providing, after each of the eight sections, a narrative description of the institution's current status in PBTE relative to that overall area of concern (e.g., Support Policies), and (3) completing a brief section on background information (e.g., "How many (and what percent of) preservice teachers in your institution are currently involved in PBTE programs?").

Each site was sent a blank instrument with instructions for completion (see Appendix D), and asked to return the completed instrument no later than September 27, 1977. Each completed status study could then be used in three ways: (1) it would constitute a base line from which to work and from which to measure progress toward further implementation of PBTE made during the eight months of the project, (2) it could be used during the Planning Workshop as a basis for determining each institution's needs and, consequently, for developing plans of action, and (3) it could be used by project staff to plan for technical assistance to sites during the duration of the project.

Planning Workshop--Leadership Sites

The three participants (two teacher educators and one state department representative--see listing on page 11) from each of the five leadership sites were notified by mail of the Planning Workshop (2½ days) to be held October 5-7, 1977. Due to other obligations, only two state department representatives were actually able to attend.

The objectives of the workshop called for participants from each site to --

- identify and prioritize problems relative to further implementation of performance-based vocational teacher education at their site

- identify viable approaches and strategies for solving PBVTE implementation problems at the site
- develop a plan of action specifying implementation problems to be addressed, strategies to be utilized, and a calendar of activities for the year.

Two basic activities were devised to help participants achieve these objectives (see Appendix E for the complete agenda). During the morning of the first day of the workshop, participants listened to and interacted with three consultants with unique PBTE experience relative to key problem areas identified, and whose experience was not necessarily related to the National Center's PBTE modules--thus, presenting a fresh viewpoint. Dr. Gene Hall from the Research and Development Center for Teacher Education at The University of Texas at Austin presented a down-to-earth, realistic talk on how to apply change process principles to the implementation of PBTE. Dr. Loye Y. Hollis presented an informal talk on "The Houston Experience," The University of Houston having the most extensive--in terms of sheer numbers of students involved--PBTE program in the U.S. Dr. Hollis discussed the advantages and problems encountered in such a massive implementation effort. Dr. H. Del Schalock presented a talk on the evaluation needs--both of performance and program--which should be met in any PBTE implementation effort, with suggestions for procedures to utilize.

During the remainder of the workshop, participants had opportunities to discuss implementation strategies further with these consultants as they completed their major task for the workshop: the development of a plan of action for further implementation of PBTE in their respective institutions. The task was structured using a modified force-field analysis technique (see Appendix F for sample planning worksheets used).

In step 1, participants worked with the broad problem--"PBTE is not as fully implemented as it should be"--and, working by sites, generated a list of factors which were facilitating implementation at their site and a list of factors which were inhibiting implementation at their site. They then rated these factors as to importance, how easy each would be to change, and how much progress would be made by changing each.

In step 2, participants from each site prepared a force-field analysis for each major inhibitor identified in step 1. Thus, if lack of faculty support were identified in step 1 as a major inhibitor, in step 2 they developed a problem statement for that inhibitor, listed factors facilitating faculty support and factors inhibiting faculty support, and rated those factors in terms of change potential.

In step 3--with consultant, staff, and peer assistance--participants from each site identified specific stragegies--both short-range and long-range--which could be used to deal with each problem statement analyzed in step 2. By analyzing the factors listed, participants could identify specific strategies that would strengthen facilitators or eliminate inhibitors, thus moving the problem toward solution.

In the fourth and final step, participants from each site completed a calendar of activities--October through June--listing those short-range activities derived from step 3 which they intended to complete as part of their total strategies for further implementation. For each activity listed, they were to indicate the date, place, participants, etc., insofar as possible. These completed planning worksheets (steps 1-4) constituted the sites' plans of action for the project duration.

Houston Meeting--Leadership Sites

During the Planning Workshop in October, representatives from the five leadership sites unanimously requested that a second working meeting of the site leaders be held in lieu of one of the two planned technical assistance visits to each site. They further requested that this second meeting be held on the campus of an institution which is recognized nationally for its exemplary PBTE program (e.g., University of Houston).

In response to this request, a meeting of the project director and leadership site leaders took place in March 1978 at the University of Houston. The objectives for this meeting were as follows:

- to provide an opportunity for participants to share site implementation progress to date and problems/solutions encountered
- to obtain site leader input for resource packets under development
- to work with participants in developing preliminary plans for the June 1978 Dissemination Workshop, including site leader responsibilities
- to observe a fully operational PBTE program at the meeting site

All objectives of the meeting were accomplished in full (see Appendix G for meeting agenda). The group was especially complimentary regarding the hospitality of the University of Houston College of Education staff in hosting the meeting and providing orientation to the University of Houston's PBTE program. Significant input and suggestions from participants were obtained for content of the six resource packets. In critiquing an early version of the color slide/audiotape presentation "U and PBTE," meeting participants provided several constructive suggestions for improving the quality and impact of the presentation.

Product Development

Four major products were developed as part of this project--

- a new slide/tape presentation for orienting pre- and inservice teachers to PBTE concepts, methods, and materials
- a revised edition of the slide/tape presentation designed to provide an overview of the National Center's PBTE curricula program
- a series of resource packets covering major problem areas and recommended strategies for use in the implementation of PBTE
- case studies of PBTE implementation activities and experiences prepared by each of the five leadership sites

New orientation slide/tape.--For several years, users of the modules at the 42 user-institutions had indicated that there was a real need for a slide/tape designed to orient pre- and inservice teachers to PBTE--one which would supplement and reinforce the material in the Student Guide to Using Performance-Based Teacher

Education Materials. As part of this project, an orientation slide/tape entitled "U & PBTE" was designed and developed and provided to each of the 20 participating sites.

Using a script writer with previous experience in developing media concerning the National Center's PBTE materials, a format for the slide/tape was developed in which the "narrators" featured in the module illustrations would review and explain key points about module format and use in a brief, light, breezy style (see Appendix H for a copy of the completed script). The illustrations for the slides were produced by the artist who had prepared the module illustrations.

A preliminary version of this color slide/tape was shown to the participants at the Houston meeting and, based on their suggestions, certain revisions were made. Basically, they felt that the line drawings were not particularly effective. Consequently, color was added to the drawings to be used, certain drawings were eliminated and replaced by relevant real-life photos from other slide/tapes, and, in a few cases, drawings were redone. This final version (74 slides, 10 minutes in length) was shown at the June 1978 Dissemination Workshop and received very favorable reactions from the participants. The slide/tape has been turned over to the American Association for Vocational Instructional Materials (AAVIM) for publication and commercial distribution as part of the National Center's Professional Teacher Education Module Series.

Revised Overview Slide/Tape.--To aid the institutions previously involved in testing and implementing the National Center's PBTE curricula, a slide/tape entitled "The Performance-Based Professional Education Curricula" was developed in 1975. It had served as an invaluable aid in implementation efforts by clearly and concisely orienting novices to the nature and use of the National Center's PBTE curricula. However, portions of the slide/tape had become out of date since it was first developed.

Consequently, as part of this project's scope of work, changes were made to this slide/tape to increase its usability. Slides picturing outdated materials were replaced with slides of the newly published materials; and the script was modified to make it more concise, clear, and up to date, thus eliminating certain slides. This revised slide/tape (55 slides, 9 minutes in length) has also been turned over to the publisher, AAVIM, for commercial sale and distribution.

Resource Packets.--In order to assist participants--and future others interested in implementing PBTE--in planning strategies and developing devices to aid in the effective implementation of PBTE, six resource packets were developed and compiled by project staff. From input received from participants and members of the National Planning Group, seven key implementation problem areas had been identified as follows:

1. Promoting Acceptance of PBTE among Potential Resource Persons
2. Identifying Core Competencies

3. Orienting Pre- and Inservice Teachers to PBTE

4. Training Resource Persons in Use of PBTE

5. Locating Actual School Situations; and Managing the Assessment of Teacher Performance

6. Managing Resource Persons' Time Requirements for PBTE

7. Financing PBTE

Personnel at each of the 42 sites were asked to remit to project staff any materials they had relating to these seven areas. These materials could take the form of one-page descriptions of strategies used, agenda for meetings held to promote or orient people to PBTE, specific program materials (handouts, syllabi, handbooks), managerial materials, etc. A variety of materials was received, none of which were relevant to problem area 7, Financing PBTE. Thus, six resource packets were developed by project staff using information and materials from the sites and developing additional relevant materials as appropriate. The six resource packets (included as a supplement to this report) are structured as follows:

- Resource Packet 1: Promoting Acceptance of PBTE among Potential Resource Persons--Included in this packet were some materials and ideas which could be used in planning activities designed to promote the acceptance of PBTE, including a paper by Gene E. Hall on relating change process principles to PBTE implementation, brief descriptions of the need to promote acceptance and the role of change process in doing so, lists of activities and resources which could be used, sample materials from sites (slide/tape script, activity descriptions, agenda, etc.), and a copy of mini-module on constructing true-false items which could be used to create a "positive" awareness of PBTE.

- Resource Packet 2: Identifying Core Competencies--Included in this packet were three grids specifying the core competencies which make up the PBTE programs at various institutions: one for preservice (5 programs), one for inservice (6 programs), and one for survival skills programs (4 programs and 3 lists proposed by project staff covering survival skills, classroom competencies needed by part-time teachers, and laboratory competencies needed by part-time teachers). Further explanations concerning each program were also included.

- Resource Packet 3: Orienting Pre- and Inservice Teachers to PBTE--Included in this packet were materials designed to assist the resource person in providing the necessary PBTE orientation, including descriptions of available materials and how to use them, a list of suggested activities, detailed directions for walking teachers through a sample module, useful transparency masters, and sample orientation materials from the sites (a description of a one-week orientation program and a handout used to familiarize students with the program).

- Resource Packet 4: Training Resource Persons in Use of PBTE--Included in this packet were materials and ideas which could be used in planning how to provide prospective resource persons with the training they need to fulfill, with confidence, the role of the resource person, including lists of types of persons who can serve in this role, types of training materials available, and types of training activities which can be used; useful transparency masters; sample training materials from sites (workshop agenda and activities); and a self-contained module, "Serve as a Resource Person in a Program Using the Professional Teacher Education Module Series," which can be used--in conjunction with the other support materials available from AAVIM--to train resource persons, either on an individual or workshop basis.

- Resource Packet 5: Locating Actual School Situations; and Managing the Assessment of Teacher Performance--Included in this packet were a variety of suggestions for managing assessment requirements, including a review of the basic approaches used to design and manage assessment of teacher performance, suggestions for documenting teacher performance for final assessment, and materials from sites relative to assessment procedures (materials relating to the training of supervising teachers, etc.).

- Resource Packet 6: Managing Resource Persons' Time Requirements for PBTE--Included in this packet were record-keeping devices and needs assessment instruments which can facilitate the resource person's effective management of time, including a description of a computer-based record-keeping system, a variety of sample forms, samples of handouts used to explain program procedures to students, sample needs assessment instruments, and sample schedules.

Case Studies.--To document the experiences of the five leadership sites in further implementing PBTE--a document which could be used in the Dissemination Workshop--each of the leadership sites was asked in April to complete two tasks: (1) a second completion of the status study instrument (see Appendix D), and (2) development of a case study documenting their successes and failures relative to each of the implementation problems they had attacked during the eight-month period. The case study format provided asked for (1) a description of the institutional setting as of September 1977, (2) a listing of the priority PBTE problems addressed during the 1977-78 academic year, and (3) a single sheet for each problem describing strategies attempted, overall success, problems encountered/solutions applied, and analysis/recommendations. (See Appendix J for a sample working copy of the case study form.) The completed forms were due May 15, 1978.

Once the completed forms were received, they were handled as follows. A summary sheet of the status study ratings for each site was prepared from the two status study instruments completed: September 1977 and May 1978. The summary sheet for each site was attached to the site's completed case study with accompanying explanation sheets, and copies were reproduced for distribution and use at the Dissemination Workshop. Copies of these completed case studies are included in this report as Appendix K.

Technical Assistance

Technical assistance was made available to leadership sites by means of telephone conferences and correspondence with National Center staff, technical assistance visits to leadership sites by National Center staff, and provision of one day of consultant service to the site by an outside PBTE specialist. On-site technical assistance visits were made by the project director to four of the five sites and an outside consultant was utilized by one of the sites. In most cases, the on-site technical assistance involved the project director or consultant in one or more events which were a part of the site's PBTE plan of action for the year.

Dissemination Workshop

The Dissemination Workshop for the 20 participating sites was held June 6-7, 1978. The objectives of this workshop involved having participants--

- gain an awareness of the implementation plans and progress made at the five leadership sites
- increase their ability to deal with six key implementation problem areas through review of resource packets and through discussion-group sessions
- share their own experiences relative to the implementation of PBTE in their own institutions

Although the personnel from the five leadership sites were serving as "consultants," and the personnel from the other 15 sites were listed as "participants," in fact, all workshop participants were involved in sharing and questioning throughout the two days.

The workshop was structured into three basic activities (see Appendix L for complete agenda), designed to deliver on the objectives. First, participants were given information on the experiences of the five leadership sites through three means: (1) persons from each of the leadership sites gave brief (15-minute) overviews concerning their implementation activities, (2) staff handed out copies of the completed case studies, and (3) participants were divided into five small groups, each leadership site set up a station, and the groups rotated, spending ten minutes at each station with a chance for additional information to be provided, materials to be shared, and questions to be asked.

Second, each of the six resource packets was introduced and distributed. The introductions were intentionally brief and general, with time provided to peruse each packet, since it was felt that lengthy explanations would be meaningless without familiarity with the package contents.

Third, discussion sessions were held concerning each of the six problem areas covered by the resource packets. For problem areas 1 and 2, the participants were divided into two groups. To each group were assigned a project staff member to serve as discussion leader and one or more participants (who volunteered in advance) who would lead off discussion on each topic by sharing their site's experiences relative to the topic under discussion.

A total of 45 minutes was allowed to discuss each problem area. For problem areas 3 and 4, the groups were divided differently, and they were redivided again for problem areas 5 and 6. Thus, participants were able to interact with all other persons, and obtain information from all other sites. The original seventh problem area, Financing PBTE, was covered in a large-group session during which participants brainstormed ideas for potential funding sources. A list of some 20 sources was generated.

As a result of the various discussions and small-group meetings, as well as informal interactions, each participant was able to (1) add to the content of his/her resource packets (notes, materials, etc.), (2) get concrete suggestions relative to his/her own institution's implementation problems, (3) use his/her own experiences to help others solve their problems, and (4) participate in discussions in which other strategies for the implementation of PBTE were generated.

CHAPTER III : MAJOR ACTIVITIES AND EVENTS

The major activities and events of the project are presented here in essentially chronological order with only brief explanations. For more details about each, the reader is referred to Chapter II of this report and/or to an appropriate appendix.

a. Convening of National Planning Group, August 25-26, 1977. This ten-member committee, representing eight of the USOE geographic regions, served to advise project staff on several important aspects of the project's scope of work. See Chapter II for a list of the members and Appendix B for the agenda of the National Planning Group meeting.

b. Selection of five leadership sites and 15 other sites to participate in the final Dissemination Workshop. See Appendix A for a list of the potential sites, the application form, and cover letter. See Chapter II for a list of the 20 sites selected.

c. Completion of initial status study by each of the five leadership sites, September 27, 1977. See Appendix D for sample status study instrument and Chapter II for a discussion of the purposes of this study.

d. Conducting of Planning Workshop, Columbus, Ohio, October 5-7, 1977 for five leadership sites. See Appendix E for a copy of the workshop agenda, and Appendix F and Chapter II for information about the planning activities completed during the course of the workshop.

e. Conducting of a Site Leaders' Meeting, Houston, Texas, March 1978. See Appendix G for a meeting agenda and Chapter II for a description of the meeting accomplishments.

f. Development of resource packets, revision of overview slide/tape, and production of student orientation slide/tape. These development activities took place throughout the project's duration. Chapter II describes their development; scripts of the slide/tapes are included in this report as Appendices H and I; and all six resource packets developed are included as supplements to the report.

g. Provision of on-site technical assistance. Technical assistance was made available to all leadership sites in a variety of forms throughout the project. See Chapter II for a description of the assistance provided.

h. Completion of final status study and case study by each of the five leadership sites, May 15, 1978. See Chapter II for a description of this process and Appendices D and K for the forms completed.

i. Conducting of Dissemination Workshop, Columbus, Ohio, June 6-7, 1978, involving all 20 sites. See Appendix L for a copy of the workshop agenda and Chapter II for information about the activities involved.

CHAPTER IV : PROBLEMS

No major problems of any kind were encountered by project staff. The necessary resource packets were prepared on time, and the Planning and Dissemination Workshops were conducted successfully according to plan and schedule.

Two minor problems occurred, neither of which affected the overall effectiveness of project outcomes. First, one of the five leadership sites reassigned key personnel after the project had commenced. This impeded their progress somewhat, but, due to the commitment and enthusiasm of the newly assigned personnel, their participation in the dissemination workshop was very productive and a substantive contribution was made.

Second, the materials contributed by the 42 PBTE sites for compilation into the resource packets covering each of the six key problem areas identified did not meet project staff expectations. Although much was contributed, there were less appropriate materials available in terms of the six areas than anticipated. However, between these contributions, materials available from other sources, development efforts by staff, and information available at the Dissemination Workshop, each participating site was provided with a wealth of materials pertinent to the six problems.

CHAPTER V : PUBLICITY/DISSEMINATION

Publicity

A large number of publicity activities were carried out throughout the duration of the project by both the National Center staff and members of the five leadership site teams:

a. A project brochure was prepared and disseminated extensively both for use by sites in creating interest and by National Center staff in increasing awareness of project activities. Numerous copies were distributed through the mail and at various meetings, workshops, and seminars which were national, state, and local in nature. Copies were also shared through visitor information packets and individual conferences with national and international visitors to the National Center.

b. An article announcing and describing the project appeared in the Centergram, Volume XII, No. 8, August 1977. This publication reaches an audience of 15,000 educators nationwide.

c. As part of the Planning Workshop, the five leadership sites prepared plans of action outlining the PBTE dissemination activities they would undertake during the year. These plans included a great many activities designed to orient various groups within each institution and state to the PBTE program. Consequently, a great deal of publicity was generated at the local and state levels in these five states.

Dissemination

This entire project involved a dissemination function. The activities of five leadership sites involved in further implementing PBTE were monitored and documented; 42 PBTE sites were tapped for examples of implementation activities and materials; and 20 sites attended a Dissemination Workshop to share these materials and experiences. The six resource packets used by participants at the

Dissemination Workshop--covering six key implementation problem areas--are being made available as part of this report. Copies of the newly-produced slide/tape, "U & PBTE," are being provided to each of the 20 sites involved. And, finally, the slide/tape is being advertised and made available for purchase from the publisher of the PBTE materials, the American Association for Vocational Instructional Materials (AAVIM).

CHAPTER VI : DATA COLLECTION AND EVALUATION FINDINGS

Data were collected and analyzed relative to three aspects of the project. Evaluation data regarding the Planning Workshop are presented and discussed in the Evaluation Report--Planning Workshop (see Appendix M). The Dissemination Workshop evaluation data are presented and discussed in the Evaluation Report--Planning Workshop (see Appendix N). Data regarding the status of each of the leadership sites regarding implementation of PBTE at the start of the project and again at the end of the project are presented and discussed in the Evaluation Report--Status Studies (see Appendix O).

CHAPTER VII : STAFF EMPLOYMENT AND UTILIZATION

National Center Staff

James B. Hamilton, Project Director and Director, Professional Development in Vocational Education Programs

Robert E. Norton, Senior Research Specialist and Associate Director, Professional Development in Vocational Education Programs

Glen E. Fardig, Research Specialist

Lois G. Harrington, Program Associate

Karen M. Quinn, Program Associate

Audni Miller-Beach, Program Associate

Debbie Parsley, Secretary

Patricia Frost, Typist

CHAPTER VIII : PARTICIPANT CHARACTERISTICS

a. FOR ADULT EDUCATION TEACHER TRAINING *(13.402)* AND ALL EDUCATION PROFESSIONS DEVELOPMENT PROGRAMS *(13.416, 13.417, 13.502, 13.504, 13.505, 13.506, 13.545, and 13.546)* PROVIDE THE FOLLOWING DATA FOR PARTICIPANTS:

PARTICIPANTS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH-SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PRIMARY[1]											
ADMINISTRATORS											
GUIDANCE COUNSELORS											
TEACHER COUNSELORS											
TEACHER MEDIA SPECIALISTS											
TEACHER TRAINERS							1		19	8	28
TEACHERS											
PARAPROFESSIONALS											
OTHERS *(Specify)* State Dept. Staff									2		2
SECONDARY[2]											
TOTALS											30

[1] PARTICIPANTS FOR WHOM THE TOTAL PROJECT WAS DESIGNED

[2] PARTICIPANTS WHO RECEIVED PARTIAL, SHORT-TERM, OR INTERMITTENT TRAINING.

b. FOR ADULT EDUCATION SPECIAL PROJECTS *(13.401)* PROVIDE THE FOLLOWING DATA FOR TARGET GROUPS:

AGE GROUPS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH-SURNAMED		ALL OTHERS		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
16 - 24											
25 - 34											
35 - 64 OR OVER											
TOTALS											

SIGNATURE OF PROJECT DIRECTOR ______________________ DATE: ____________

DC 75-2037

CHAPTER IX : SUMMARY AND CONCLUSIONS

From examination of both the subjective and objective evidence available, it can be concluded that both principle objectives of the project, Implementing Performance-Based Teacher Education, have been accomplished. Five vocational teacher education institutions (leadership sites) moved toward more fully implemented PBTE programs through participation and assistance provided through project activities. Fifteen additional sites were assisted in their PBTE implementation efforts through sharing of implementation strategies and experiences of the leadership sites and through PBTE implementation resource packets addressing six persistent problem areas in PBTE implementation.

In accomplishing the major project objectives, each of eight subordinate project objectives was accomplished as well. Additional conclusions which can be supported by the project data and/or experience in conducting the project follow:

1. The Planning Workshop for key representatives of each of the five leadership sites provided the opportunity, environment, and assistance needed for site leaders to develop strategies and action plans for further implementation of PBTE.
2. Given time and resources, key site personnel can identify persistent PBTE implementation problems, identify appropriate strategies for dealing with the problems, and develop plans of action for applying the selected strategies.
3. Development and implementation of action plans is an effective approach to utilize in moving an institution toward more fully functioning PBTE programs.

4. Given appropriate opportunities, implementing sites will share strategies and materials which address persistent PBTE implementation problems.

5. Resource packets are acceptable and effective devices for communicating ideas and materials relative to solving persistent PBTE implementation problems.

APPENDIX A

Potential Sites, Project Brochure, Application Form, and Cover Letter

POTENTIAL SITES

Institute I - Test Sites

1. University of Vermont
   Burlington, Vermont

2. State University of New York
   College at Buffalo
   Buffalo, New York

3. University of Pittsburgh
   Pittsburgh, Pennsylvania

4. The University of Tennessee
   Knoxville, Tennessee

5. University of Minnesota
   Minneapolis, Minnesota

6. Oklahoma State University
   Stillwater, Oklahoma

7. University of Nebraska-Lincoln
   Lincoln, Nebraska

8. Utah State University
   Logan, Utah

9. University of Arizona
   Tucson, Arizona

10. Central Washington State College
    Ellensburg, Washington

Institute II - Implementation Sites

11. Appalachian State University
    Boone, North Carolina

12. Brigham Young University
    Provo, Utah

13. Central Connecticut State College
    New Britain, Connecticut

14. Central State University
    Edmond, Oklahoma

5

15. Cullman County Area Vocational Center
Cullman, Alabama

16. Eastern New Mexico University
Portales, New Mexico

17. Educational Personnel Development
Consortium D
Richardson, Texas

18. Indiana University
Bloomington, Indiana

19. Iowa State University
Ames, Iowa

20. Michigan State University
East Lansing, Michigan

21. New York Institute of Technology
Huntington, New York

22. The Ohio State University
Columbus, Ohio

23. The Pennsylvania State University
University Park, Pennsylvania

24. Purdue University
West Lafayette, Indiana

25. State University College at Utica/Rome
Utica, New York

26. Suburban Hennepin County Area
Vocational-Technical Schools
Minneapolis, Minnesota

27. University of Kentucky
Lexington, Kentucky

28. University of Louisville
Louisville, Kentucky

29. University of Minnesota-Duluth
Duluth, Minnesota

30. University of New Hampshire
Durham, New Hampshire

31. University of Rhode Island
Kingston, Rhode Island

32. University of South Dakota-Springfield
Springfield, South Dakota

33. Virginia Polytechnic Institute
and State University
Blacksburg, Virginia

34. Western Michigan University
Kalamazoo, Michigan

35. Westfield State College
Westfield, Massachusetts

NIE Sites

36. Florida State University
Tallahassee, Florida

37. Rutgers-The State University
New Brunswick, New Jersey

38. University of Northern Colorado
Greeley, Colorado

39. Colorado State University
Fort Collins, Colorado

Self-Sponsoring Sites

40. Temple University
Philadelphia, Pennsylvania

41. University of Michigan-Flint
Flint, Michigan

42. Ferris State College
Big Rapids, Michigan

PARTICIPANTS

Project participants will be vocational teacher education institutions, or local education agencies involved in professional development programs. Participants will be selected from among the 42 institutions that have served as field-test sites or implementation sites for The Center's PBTE Curricula Program.

FIVE LEADERSHIP SITES will be involved in all major phases of project activities.

FIFTEEN IMPLEMENTATION SITES will participate in the dissemination workshop and will receive the products developed during the project.

Criteria for selection of participants will include:

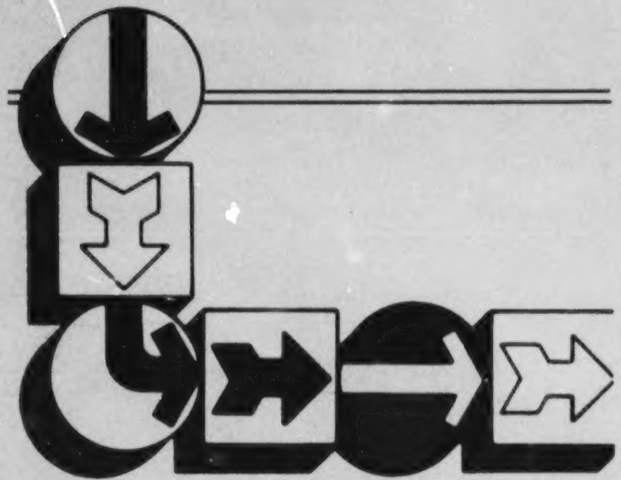
- Strong commitment to further implement PBTE in the vocational teacher education program
- Willingness and ability to commit the resources necessary to foster the implementation of PBTE
- Demonstrated performance in utilization of PBTE materials and methods
- Institutional climate conducive to innovation and improvement of teacher education
- Recognized leadership capabilities

For additional information about this project, please contact

Dr. James B. Hamilton, Project Director
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655, Ext. 275

Implementing Performance-Based Teacher Education is conducted by The Center for Vocational Education through the sponsorship of the U.S. Office of Education under the provisions of EPDA Part F, Section 553, and The Ohio State Board for Vocational Education.

Implementing
Performance-Based Vocational Teacher Education



1977–78

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Road · Columbus, Ohio 43210

PURPOSE

Performance-based vocational teacher education has now reached the stage in its development where it is ready for large scale implementation in fully operational form. This is the next step in a long and successful developmental process. It began with the identification of teacher competencies, and progressed through module development and field testing, module refinement, and preliminary implementation in a limited number of teacher education institutions. These research, development, and implementation activities have been carried out by The Center under sponsorship of the National Institute of Education and the U.S. Office of Education.

The project is designed to move performance-based teacher education (PBTE) forward. It will assist five leadership institutions in their efforts to institutionalize PBTE. Through the planning and activities of these sites, models of experience will be available to other sites preparing to utilize this approach. The purposes of this project can be summarized in two broad objectives:

to assist selected vocational teacher education institutions in progressing toward integrated and fully functioning performance-based teacher education programs

to provide materials and documentation concerning PBTE implementation problems, strategies, and solutions usable as resources by all teacher education personnel interested in implementing PBTE

Through their work in this project, participants will emerge as recognized leaders in the movement to implement and institutionalize PBTE. The teacher education profession is looking toward such leaders to provide the guidance needed to transform PBTE from an exciting idea to an effective reality.

ACTIVITIES

There are four major activities which will take place during the year's duration of the project.

PBTE LEADERSHIP SITE PLANNING WORKSHOP

This is to be a three-day workshop, held at The Center in October 1977. Participants will be three-member teams representing the five leadership sites. Focus will be on identifying implementation problem areas and developing plans of action.

PBTE DISSEMINATION WORKSHOP

This two-day workshop is to be held in June 1978. Participants will include one representative from each of the 15 institutions selected as implementation sites. Information and experiences gained from the year's work will be presented.

YEAR-LONG TECHNICAL ASSISTANCE

Project staff and consultants will be available to leadership sites to assist with planning for and implementing PBTE. Individual technical assistance will be given during two on-site visits. Communication will be maintained to share information and strategies developed during the project.

DISSEMINATION OF PRODUCTS

Products developed as outcomes of project activities will be made available to the profession at the close of the project. Products will be available from The Center or through the professional literature.

PRODUCTS

A number of special PBTE implementation materials will be produced to support the project's activities. These materials will be designed to aid any teacher education institution in planning, installing, and managing performance-based programs. The following will be provided to participants during the course of the project, and will later be made available to the teacher education profession:

NEW SLIDE/TAPE PRESENTATION for orienting pre- and inservice teachers to PBTE concepts, methods, and materials

REVISED SLIDE/TAPE PRESENTATION giving an overview of The Center's PBTE Curricula Program

SERIES OF RESOURCE PACKETS covering major problem areas and recommended strategies in the implementation of PBTE

CASE STUDIES of PBTE implementation activities and experiences of the five leadership institutions.

IMPLEMENTING PERFORMANCE-BASED TEACHER EDUCATION

APPLICATION FORM*

A. Institutional Data

1. Name of the Institution or Agency

____

2. Name and Mailing Address of Applying Department or Division

____

____

____

____

Telephone Number ______________________

3. Estimated enrollments in vocational teacher education for the 1977-78 academic year:

a. Preservice ________

b. Inservice ________

(1) Estimated percentage in secondary schools ________

(2) Estimated percentage in post-secondary schools ________

(3) Estimated percentage in adult programs ________

4. Vocational service areas in which teachers are trained (Check all that apply)

Agriculture Education ____
Distributive Education ____
Home Economics Education ____
Technical Education ____
Business & Office Education ____
Health Occupations Education ____
Industrial Arts Education ____
Trade & Industrial Education ____

*Application must be postmarked not later than August 19, 1977

5. Briefly describe any performance-based teacher education efforts that are going on at the institution at the present time. (Do not include the use of The Center's modules here.)

6. Briefly describe any special projects or efforts related to PBTE that have taken place in the vocational education department during the past year.

7. Briefly describe your institution's current PBTE implementation efforts utilizing The Center's PBTE modules. (Provide only information not included in your site's final site report to The Center.)

8. What preliminary plans (if any) have been drawn up for further implementing PBTE in the vocational teacher education program? Please attach a copy of any existing institutional statements or position papers.

9. At present, is it the intention of the institution to operate a PBTE program for:

   a. Preservice teachers ____________

   b. Inservice teachers ____________

   c. Both inservice and preservice teachers ____________

10. Do you now have a resource center for PBTE _____yes, _____ no? If no, could such a facility become available as you further implement a PBTE program?

11. Describe any added resources that you can draw upon to support your effort to further implement PBTE at your institution. If possible, indicate the estimated amount that might be available.

    a. Faculty released time ____________________________________

    b. Graduate assistants ____________________________________

    c. Secretarial help ____________________________________

    d. Expanded physical facilities ____________________________

    e. EPDA or other state funds ______________________________

    f. Grant from institutional funds ___________________________

    g. Allotment of departmental funds _________________________

    h. Other (please specify) ________________________________

B. Personnel Data:

(This section to be completed by the site leader designate.)

1. As the person who would serve as site leader if this institution is chosen as one of the five leadership sites, please answer each of the following:

   Name ______________________________

   Mailing Address ______________________________

   ____

   ____

   Phone (Office) ________________

   Phone (Home) ________________

2. List your professional responsibilities for the 1977-78 academic year. If possible, indicate the approximate percentage of time allotted to each.

3. Approximately what percent of your time would you be able to devote directly to PBTE implementation activities during the 1977-78 academic year?

4. What activities directly related to performance-based teacher education were you personally involved in during the 1976-77 academic year?

5. What would you like to see as the direction and extent of PBTE implementation in your vocational teacher education or staff development program in the next three years.

6. Please attach a current copy of your professional résumé.

7. List and briefly describe what you consider to be the three major problems or constraints currently restricting further implementation of PBTE in vocational teacher education programs. (These problems need not necessarily exist at your institution.)

C. **Personnel Data:**
(This section to be completed by the associate site leader designate.)

1. As the person who would serve as associate site leader if this institution is chosen as one of the five leadership sites, please answer each of the following:

   Name ____

   Mailing Address ________________________________
   ____
   ____

   Phone (Office) __________________

   Phone (Home) __________________

2. List your professional responsibilities for the 1977-78 academic year. If possible, indicate the approximate percentage of time allotted to each.

3. Approximately what percent of your time would you be able to devote directly to PBTE implementation activities during the 1977-78 academic year?

4. What activities directly related to performance-based teacher education were you personally involved in during the 1976-77 academic year?

5. What would you like to see as the direction and extent of PBTE implementation in your vocational teacher education or staff development program in the next three years.

6. Please attach a current copy of your professional résumé.

7. List and briefly describe what you consider to be the three major problems or constraints currently restricting further implementation of PBTE in vocational teacher education programs. (These problems need not necessarily exist at your institution.)

D. Commitments:

1. Attach a statement or letter from the Dean of the School or College of Education or other appropriate administrative officer, supporting the further implementation of a PBTE program in vocational education.

2. Attach a statement or letter from the state EPDA coordinator, or other appropriate state administrator, supporting your efforts to further implement PBTE. If possible, the letter should indicate whether state funds might be made available to support your institution's efforts.

3. Attach a statement or letter from the Vocational Department Chairperson (if that person is not the designated site leader or associate site leader) supporting your effort to further institutionalize PBTE.

4. This PBTE implementation project is scheduled to include the major activities listed below.

    a. Site leaders prepare report on the status of PBTE at the institution (consultant fee awarded).

    b. Planning workshop held at The Center, October 5-7, 1977. (travel and per diem provided for site leader, associate site leader and state department representative).

    c. Site leaders prepare case studies of the year's implementation experiences (consultant fee awarded).

    d. Site leader serves as consultant at dissemination workshop, June 1978 (consultant fee, travel, and per diem provided).

5. Having read the project information and reviewed this application, the following persons are asked to affix their signatures indicating willingness and ability to participate as a leadership site in this project.

Site Leader Designate ____________________ Date ___________

Associate Site Leader Designate ____________________ Date ___________

Department Chairperson (if not one of the above) ____________________ Date ___________

Dean of School of Education or other appropriate administrative officer (if not one of the above) ____________________ Date ___________

Please return your completed application to:

James B. Hamilton, Project Director
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

July 22, 1977

Your institution, having shown leadership in implementing performance-based vocational teacher education (as one of the National Institute for PBTE sites or as one of The Center's PBTE curricula advanced test sites), is eligible to apply for selection as one of five leadership sites for further implementation and institutionalization of PBTE in vocational education. The Center's new project, Implementing Performance-Based Teacher Education, is sponsored by the U.S. Office of Education under the provisions of EPDA Part F, 553, and focuses upon identification of problems, viable approaches, and techniques relative to the further implementation of PBTE using the PBTE curricula materials that have been developed under sponsorship of the National Institute of Education (NIE).

Since you have been our contact person relative to the PBTE curricula use at your institution, we are sending the application information to you and asking that you share this information with department chairpersons, deans, and/or other appropriate representatives of your institution.

We believe that this project provides the opportunity, structure, and support that will assist your institution's organized efforts to further implement PBTE. We believe also that important institutional and individual recognition for leadership in implementing PBTE will result from successful participation in the project. We are now asking each eligible institution to complete an application form which will provide us and the members of the national planning committee with the additional information needed for final selection of the five leadership sites. Fifteen additional sites will be chosen later for participation in the June 1978 dissemination workshop in which information from, and experiences of, the five leadership sites will be shared. Should your institution be interested only in becoming one of the fifteen implementation sites to participate in the dissemination workshop, the enclosed application does not need to be completed. A letter at this time expressing such interest would be appreciated, however.

Enclosed please find the following:

1. Application form
2. Three "Implementing Performance-Based Teacher Education" brochures

Please review all materials before completing the application form. Because of the nature of the activities and commitments involved, you will want to discuss these materials and activities with other vocational staff members and appropriate adminstrative officials.

To be considered in the final selection process as one of the five leadership sites, your application must be postmarked not later than Friday, August 19, 1977. Please mail your application to me as soon as possible. If you have questions or desire additional information about the project, please contact me at (614) 486-3655, ext. 275.

Working with you and your institution in implementing PBTE has been a rewarding experience. We look forward to the opportunity to continue this work. Good luck in completing a successful application.

Sincerely,

James B. Hamilton
Project Director

JBH/dlp

Enclosures

APPENDIX B

Agenda--National Planning Group

MEETING OF THE NATIONAL PLANNING GROUP
FOR THE EPDA NATIONAL PROJECT
IMPLEMENTING PERFORMANCE-BASED TEACHER EDUCATION
August 25-26, 1977

Purpose: To obtain recommendations from the National Planning Group concerning major activities of the project.

Specific Objectives:

1. To acquaint the Planning Group with CVE's PBTE curricula and related materials.
2. To acquaint the Planning Group with the major activities and outcomes of the first and second phases of the National Institute of PBTE.
3. To review preliminary plans and make recommendations regarding:
   a. prioritization of criteria for selection of leadership sites
   b. identification of PBTE implementation problems
   c. activities and resources for the planning workshop
   d. evaluation procedures
   e. technical assistance procedures
   f. project products
   g. criteria for selection of dissemination workshop participants
4. To review applications and make recommendations regarding selection of leadership sites.

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

AGENDA

Thursday, August 25, 1977

9:00 a.m.	Introductions	
	Welcome to CVE	Bruce Reinhart
	Purpose of Meeting	Jim Hamilton
	Overview of CVE's PBTE Curricula Program	
9:30 a.m.	Overview of National Institute for PBTE - Phase I - Phase II	Bob Norton
10:15 a.m.	Break	
10:30 a.m.	Rationale and Need for the Project "Implementing Performance-Based Teacher Education"	Glen Fardig
	Project Description--Objectives, Activities, Products, Calendar, Status	
11:30 a.m.	Lunch at Jai Lai	
1:15 p.m.	Identify and Prioritize PBTE Implementation Problems	Karen Quinn
2:30 p.m.	Break	
3:00 p.m.	Review and Refine Implementation Problem Statements	Karen Quinn
3:15 p.m.	Plans and Recommendations for Resource Packets	Jim Hamilton

Thursday, August 25, 1977 (cont.)

3:45 p.m.	Plans and Recommendations for Leadership Sites Workshop - Activities - Consultants	Glen Fardig
4:15 p.m.	Plans and Recommendations for Technical Assistance	Jim Hamilton
4:30 p.m.	Return to Stouffer's	

Friday, August 26, 1977

8:30 a.m.	Refine and Prioritize Site Selection Criteria Review Site Applications Finalize Recommendations for Site Selection	Glen Fardig
10:45 a.m.	Review Site Status Report Form	Jim Hamilton
11:15 a.m.	Plans and Recommendations for Dissemination Workshop	Jim Hamilton
11:45 a.m.	Adjourn	

APPENDIX C

Program Description--Centergram

CENTERGRAM

Volume XII, No. 8 August 1977

CVE CONDUCTS PERSONNEL DEVELOPMENT PROJECTS

The Center will conduct seven national projects in FY 78 funded by the USOE Educational Professions Development Act (EPDA). Each project includes workshops/seminars which will focus on enhancing personnel development of specific segments of the population with interest or emphasis in vocational education.

Although many of the project workshops will convene in the State of Ohio, each of the workshops/seminars involves a concern which holds national significance.

An EPDA advisory panel convened by Dr. Billie Pope, EPDA Coordinator for the State of Texas and Director of the EPDA 553 panel, determined areas of need for professional development across the nation. More than 500 vocational educators then decided the priority listing of those needs, and twenty-three national priority needs were announced. The Center was awarded seven contracts for national projects.

The teaching strategies of these seven projects are unusual in that they reach individuals in a ripple effect. Each project provides preparation in improving personnel development to about twenty people, two from each of ten selected regions. These twenty individuals return to their regions and teach representatives from the states in their regions, who, in turn, provide training for people at the local level in their states.

The seven projects awarded to The Center for Vocational Education are as follows:

1. National Workshop to Improve Postsecondary Vocational-Technical Personnel Development.

This project includes designing materials and conducting a national workshop, tentatively scheduled for February 20-25, 1978 at The Center, to provide preparation in better teaching techniques to a minimum of twenty postsecondary vocational-technical educators and ten administrators or faculty responsible for staff development programs.

An advisory/planning committee consisting of persons experienced in training postsecondary vocational-technical teachers and persons involved in the operation of technical institutions and other colleges will assist in identifying key competencies needed by teacher educators who prepare postsecondary teachers and by administrators of staff development.

Project members will provide technical assistance to facilitate the implementation of improved programs to prepare teachers and administrators of postsecondary vocational-technical institutions to meet the needs of students enrolled in these institutions.

In addition, project staff will develop a training package relevant to the needs of teacher educators and administrators and/or faculty responsible for staff development programs.

2. Leadership Development for Inner City Vocational Education.

This project will assist large city directors of vocational education in coping with common problems by developing leadership skills through four main activities: (1) resource assessment; (2) a seminar for developing administrators for large city vocational education, March 27-31, 1978 at The Center; (3) technical assistance to selected city directors; and (4) a resource handbook which describes the needs of and strategies to meet the needs of inner city vocational education programs.

The project will focus on improving the planning, budgeting, management, and leadership practices of urban vocational education programs in three essential areas: (1) a funding base—providing a more adequate and equitable funding base for large city vocational education programs from state, local, and federal sources; (2) basic academic instruction—providing opportunities for inner city vocational students to acquire reading, communication, and math skills required for coursework and jobs; and (3) vocational guidance—helping vocational students to better choose careers and educational programs suited to their interests and abilities.

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The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

3. Improving Vocational Planning and Education Capability.

This project will assist state planning and evaluating staff in providing high quality reports and valid statistics as required by state and federal legislation. The question, "Does vocational education make a difference?" is continually asked by legislators. Planning and evaluation are two keys to that inquiry.

A planning committee will assist the project staff in identifying specific competencies. Strategies will be developed to assist state department personnel in planning and implementing follow-up studies, and in utilizing the results of follow-up studies. The ability to analyze existing state plans for carrying out follow-up studies is essential. One major immediate benefit is the improvement of participants' skills in areas of follow-up studies.

Project staff will conduct a seminar on January 23-25, 1978 at The Center which will provide preparation in upgrading the planning/evaluation knowledge and skills of participating state team members.

Long term results include providing participating states the ability to generate improved evaluation reports and to better plan their vocational education programs.

4. Improving Governance of State Vocational Education.

Because of the continually shifting societal concerns and priorities, and the provisions of the Education Amendments of 1976, a need exists to offer services to assist state directors in common problem areas.

This project will provide an opportunity for the professional development and self-improvement of vocational education agency heads and selected members of their staffs on a nationwide basis.

The project consists of (1) an intensive one-day presession, September 26, 1977 in Orlando, Florida, for new state directors of vocational education to participate in activities to facilitate their orientation to state-level leadership; (2) an intensive four-day seminar, September 27-30, 1977, with the overall theme of "Improving Guidance of Vocational Education at the State Level"; and (3) follow-up technical assistance in the planning and conducting of regional inservice meetings for staff of state directors of vocational education.

5. Implementing Performance-Based Teacher Education.

This project helps selected vocational teacher education institutions to implement more fully functioning and broadly based performance-based teacher education (PBTE) programs.

Project staff will (1) help institutions in identifying their current statuses and problem areas in relation to implementing PBTE; (2) conduct a workshop, tentatively set for October 5-7, 1977 at The Center, to provide interaction between participants and consultants in order to solve institution-specific PBTE implementation problems; (3) provide technical assistance to participating institutions as they implement their plans of action; (4) provide documentation concerning PBTE implementation problems, strategies, and solutions for use as a resource by others interested in implementing PBTE; and (5) disseminate the results of implementation in five institutions and the implementation resource materials developed in the project.

6. Business-Industry-Labor Inputs in Vocational Education Personnel.

Project staff will provide specific technical assistance to ten selected institutions and/or agencies throughout the nation who have a definite commitment to increase business, industry, and labor inputs into vocational education personnel development programs.

Strategies will be developed for increasing business, industry, and labor inputs into vocational education personnel development, and then a three-day technical assistance conference will be conducted, tentatively scheduled for March 27-29, 1978 in Kansas City, Missouri.

The conference will assist three-person teams from each of the ten institutions and/or agencies in developing specific actions and acquiring identified and needed competencies. Team members then will be able to return to their institutions and/or agencies with specific information and action plans to maximize business, industry, and labor inputs in vocational education personnel development plans.

In addition to conducting the conference, project staff will produce a technical assistance handbook, audiocassette tapes of selected technical assistance information, and a final report.

7. Vocational Education Personnel Development for Local Administrators.

Because local vocational administrators are receiving increasing responsibilities for planning and general administration, and because programs are needed to more effectively prepare these individuals for their responsibilities, The Center will conduct this national training project.

APPENDIX D

Status Study Instrument

CURRENT STATUS STUDY

PERFORMANCE-BASED VOCATIONAL TEACHER EDUCATION PROGRAM

Instructions

The Site Leader or the Associate Site Leader should complete this assessment form, with input from others in the program. The form consists of 59 statements and eight narrative items, all of which are designed to identify the current status (as of May, 1978) of your institution's vocational teacher education program in relation to PBTE. This instrument is identical to the one completed by each Leadership Site in September, 1977.

Please read each item thoroughly and respond to every area. Indicate your response by circling the appropriate number on the rating scale beside each statement.

After each one of the eight sections, insert separate sheets on which you respond to the narrative items. Your narrative should expand on the statements in each section, provide any necessary special explanations, and point up areas in which significant progress has been made or in which further priority implementation efforts should be directed.

The entire Status Study should be completed and back to us no later than May 15, 1978. Please send the completed document to:

Dr. James B. Hamilton, Director
PBTE Implementation Project
The National Center for Research in
  Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

73

A. Support Policies

1. Basic Principles

The administration accepts the basic principles and practices of performance-based teacher education.

Not at all			To some extent		To a great extent	
1	2	3	4	5	6	7

2. Structure Facilitates PBTE Objectives

The administrative structure of the institution facilitates achievement of PBTE program objectives.

Not at all			To some extent		To a great extent	
1	2	3	4	5	6	7

3. Modification of Policies and Decisions

Administrative policies and decisions are examined and modified to meet the unique needs of the PBTE program.

Not at all			Fairly often		Very often	
1	2	3	4	5	6	7

4. Coordination With Other Institutions

The institution's administration works cooperatively with administration of other institutions and education agencies in the organization and management of the PBTE program.

No coordination					Extensive coordination	
1	2	3	4	5	6	7

5. Resource Availability

Sufficient additional resources of personnel, materials, and funds required for start-up and maintenance of the PBTE program are provided.

Insufficient resources					Sufficient resources	
1	2	3	4	5	6	7

6. Faculty Reward System

The faculty reward system (salary, promotion, tenure, etc.) recognizes the unique contributions of the individuals involved in the PBTE program.

Not recognized					Highly recognized	
1	2	3	4	5	6	7

7. Faculty Load

Faculty load assignments have been formulated to take into account the unique demands of the PBTE program.

Not at all			To some extent		To a great extent	
1	2	3	4	5	6	7

8. Policy-Making Body

A recognized policy-making body governs the program.

No input					Extensive input	
1	2	3	4	5	6	7

Description: Briefly describe the current status of your institution's PBTE program in terms of support policies. Organize your description around the eight topics listed in this section.

B. Management Policies

9. Grading Policies

Grading policies and the awarding of credits are based on the achievement of teaching competencies rather than course completion.

Not at all			To some extent			Totally
1	2	3	4	5	6	7

10. Student Transition to PBTE

Provision is made for students to make the transition from the conventional to the performance-based training program without loss of credits or time.

Not at all			To some extent			To a great extent
1	2	3	4	5	6	7

11. Student Transcripts and Reports

Reporting of student professional preparation to prospective employers and other institutions is based on teaching competencies.

Not at all			To some extent			To a great extent
1	2	3	4	5	6	7

12. Program Performance Evaluation

Program outcomes are systematically evaluated against the principles and philosophy of PBTE and the program is refined on the basis of feedback.

No use of feedback			Some use			Extensive use of feedback
1	2	3	4	5	6	7

Description: Briefly describe the current status of your institution's PBTE program in terms of management policies. Organize your description around the four topics listed in this section.

C. Staffing

13. **Commitment to PBTE**

The instructional and support staffs are committed to the principles and practices of the PBTE program.

No commitment		Fairly committed			Very committed	
1	2	3	4	5	6	7

14. **Staff Training**

The instructional staff have been trained to serve effectively in their appropriate roles in the PBTE program.

No training		Some training			Extensive training	
1	2	3	4	5	6	7

15. **PBTE Orientation Provided to Students**

Students are provided with orientation to the principles and practices of performance-based education.

No orientation		Some orientation			Extensive orientation	
1	2	3	4	5	6	7

16. **Counseling Students**

Resource persons hold conferences with learners for purpose of reviewing progress, counseling, and reassessing the learner's program.

Not at all		Fairly often			Very often	
1	2	3	4	5	6	7

17. **Availability of Resource Persons to Students**

Resource persons are available in the actual school situation to supervise students and evaluate their work toward achievement of competencies.

Not available		Often available			Always available	
1	2	3	4	5	6	7

18. **Availability of Aides**

Aides are available to assist students in their use of the resource center and its equipment.

Not at all		Fairly often			Very often	
1	2	3	4	5	6	7

19. **Supplemental Materials**

Resource persons supplement the instructional modules with up-to-date and situation-specific instructional materials.

Not at all		Fairly often			Very often	
1	2	3	4	5	6	7

20. **Inservice Program for Resource Persons**

An ongoing inservice program is provided to resource persons.

No program					Extensive program	
1	2	3	4	5	6	7

Description: Briefly describe the current status of your institution's PBTE program in terms of staffing. Organize your description around the eight topics listed in this section.

D. Physical Facilities

21. Resource Center

A resource center is available to students for individual or group study.

Inadequate						Fully adequate
1	2	3	4	5	6	7

22. Videotaping Equipment

Videotape recording and playback equipment is available for taping and viewing teaching performance.

Inadequate						Fully adequate
1	2	3	4	5	6	7

23. Media Equipment

Standard instructional media equipment (audio recorders, overhead projectors, etc.) are readily available to students as they work to achieve competencies.

Inadequate						Fully adequate
1	2	3	4	5	6	7

24. Learning Facilities

Learning facilities are available for student use at convenient times in the day and evening.

Unavailable						Adequately available
1	2	3	4	5	6	7

25. Availability of Resource Materials

Resource materials referenced in the instructional modules are available for student use.

None			About half			All
1	2	3	4	5	6	7

26. Updating Resource Center

Financial resources are available to continually update materials and equipment in the resource center.

None						Sufficient
1	2	3	4	5	6	7

27. Instructional Space

Seminar rooms, classrooms, and practice teaching rooms are available.

Less than adequate						Fully adequate
1	2	3	4	5	6	7

28. Office Space

Office space is provided for resource persons that is convenient and accessible to students who are in need of assistance.

None						More than adequate
1	2	3	4	5	6	7

Description: Briefly describe the current status of your institution's PBTE program in terms of physical facilities. Organize your description around the eight topics listed in this section.

E. Operational Procedures

29. Management Procedures Review

Existing management procedures have been reviewed to determine their appropriateness to the PBTE program.

No review						Extensive review
1	2	3	4	5	6	7

30. Policies Handbook

An explicit statement or handbook of program management policies exists.

No written policies						Extensive written policies
1	2	3	4	5	6	7

31. Articulation With Conventional Components

There is articulation between the components of the teacher education program that are performance based, and those components operated in a conventional mode.

No articulation						Extensive articulation
1	2	3	4	5	6	7

32. Articulation Between Campus Work and Field Work

There is articulation between campus educational activities and field-experience activities.

No articulation						Extensive articulation
1	2	3	4	5	6	7

33. Varied Development Points

The management system makes provision for different students to be at a variety of points of development at the same time.

No provision						Adequate provision
1	2	3	4	5	6	7

34. Purchasing and Distributing Procedure

The purchase and distribution of instructional modules have been organized into businesslike procedures.

No organization						Extensive organization
1	2	3	4	5	6	7

35. Student Status

Students can determine their status in the teacher preparation program.

At limited times			At regular intervals			At any time
1	2	3	4	5	6	7

36. Availability of Resource Materials

Needed instructional resource materials are made available to learners who are inservice teachers not working on campus.

Not at all			To some extent			To a great extent
1	2	3	4	5	6	7

Description: Briefly describe the current status of your institution's PBTE program in terms of operational procedures. Organize your description around the eight topics listed in this section.

F. Specification of Competencies

37. Written Basis for Competency Selection

A rationale, and basis for competency selection, has been written.

None			Partial		Complete	
1	2	3	4	5	6	7

38. Core of Preservice Teacher Competencies

A required core of teacher competencies has been identified for the preservice teacher education program, based on research studies or formal professional review.

None			Tentative		Fully developed	
1	2	3	4	5	6	7

39. Core of Inservice Teacher Competencies

A required core of teacher competencies has been identified for the inservice and/or graduate program.

None			Tentative		Fully developed	
1	2	3	4	5	6	7

40. Survival Skills

A series of competencies considered "survival skills" for teachers entering the profession directly from business and industry has been identified.

None			Tentative		Fully developed	
1	2	3	4	5	6	7

41. Optional Competencies

Groups of desirable optional competencies have been identified for each of the preservice, inservice, and graduate programs.

None			Tentative		Fully developed	
1	2	3	4	5	6	7

42. Personal Competence

Opportunity is afforded for students to present evidence of personal competence in any of the required or optional teaching competencies. Students are only required to complete modules in which they are not already competent.

Not at all			To some extent		To a great extent	
1	2	3	4	5	6	7

43. Individualized Training Programs

Learners' personal career goals, abilities, and learning styles are taken into consideration as students' individual professional training programs are developed.

Not at all			To some extent		To a great extent	
1	2	3	4	5	6	7

44. Publicizing Required Competencies

The required and optional competencies, along with the criteria for acceptable performance, are made public in advance of instruction.

Not at all			To some extent		To a great extent	
1	2	3	4	5	6	7

Description: Briefly describe the current status of your institution's PBTE program in terms of specification of competencies. Organize your description around the eight topics listed in this section.

G. Delivery System

45. **Variety of Learning Styles**

Opportunity is provided for learners to use a variety of learning styles.

Not at all		To some extent			To a great extent	
1	2	3	4	5	6	7

46. **Alternate Learning Activities**

Alternate learning activities are provided for learners with special needs.

Not at all		To some extent			To a great extent	
1	2	3	4	5	6	7

47. **Flexibility**

Learners may achieve competencies at a rate compatible with their abilities and characteristics.

No flexibility					Extensive flexibility	
1	2	3	4	5	6	7

48. **Group Interaction**

Provision is made for learners to meet in seminars or other group settings in order to promote interaction and share experiences.

No interaction		Occasional interaction			Frequent interaction	
1	2	3	4	5	6	7

49. **Performance-Based Approach to Teaching**

Faculty utilize the performance-based approach in their own teaching.

Not at all		To some extent			To a great extent	
1	2	3	4	5	6	7

50. **Designing Learning Experiences**

Learning experiences are devised to augment or replace those in the instructional modules where necessary.

Not at all		Fairly often			Very often	
1	2	3	4	5	6	7

51. **Resource Persons Assisting Students**

Resource persons qualified in a variety of instructional areas are available to assist learners as they complete module learning activities.

Not at all		To some extent			To a great extent	
1	2	3	4	5	6	7

Description: Briefly describe the current status of your institution's PBTE program in terms of delivery system. Organize your description around the seven topics listed in this section.

Background

a. How many (and what percent of) preservice teachers in your institution are currently involved in PBTE programs?

________ (no.) ________%

b. How many (and what percent of) inservice teachers in your locality are currently involved in PBTE programs?

________ (no.) ________%

c. How many (and what percent of) teacher educators in your institution teach in a performance-based manner?

________ (no.) ________%

d. How many (and what percent of) the preservice teacher education courses at your institution are taught in a performance-based manner?

________ (no.) ________%

e. What dollar amount (and what percent of) the total yearly budget for teacher education is allocated for start-up and maintenance of PBTE programs?

$________ ________%

H. Student Assessment

52. Locus of Student Assessment

Assessment of student performance takes place in an actual school situation.

Not at all			Fairly often			Very often
1	2	3	4	5	6	7

53. Evaluation Instrument(s)

The Teacher Performance Assessment Form as included in each module is used as the basic evaluation instrument.

Not used			Used in a modified form			Used as is
1	2	3	4	5	6	7

54. Clarity of Evaluation Criteria

Within the program, agreement has been reached as to the meaning and determination of the levels of performance on the TPAF rating scale.

Unclear						Very clear
1	2	3	4	5	6	7

55. Qualifications of Evaluator

Final assessment of teacher performance is done by a qualified and trained resource person.

Not qualified						Highly qualified
1	2	3	4	5	6	7

56. Conditions for Final Performance Assessment

The teacher in training may negotiate the time and conditions under which the assessment of final performance takes place.

Not at all			To some extent			To a great extent
1	2	3	4	5	6	7

57. Feedback to Teacher

The teacher is informed of the results of performance assessments and is counseled as to any remedial activities that are needed.

Not at all			Fairly often			Very often
1	2	3	4	5	6	7

58. Use of Assessment Results

Results of assessment procedures become a part of the teacher's permanent records.

Not at all			Partially			Fully
1	2	3	4	5	6	7

59. Program Improvement

Data on final assessment results of students are utilized as a basis for program improvement.

Not at all			To some extent			To a great extent
1	2	3	4	5	6	7

Description: Briefly describe the current status of your institution's PBTE program in terms of student assessment. Organize your description around the eight topics listed in this section.

APPENDIX E

Agenda--Planning Workshop

Planning Workshop for Leadership Sites in Implementing Performance-Based Vocational Teacher Education

October 5-7, 1977

Objectives of the workshop are to assist each site team to:

Identify and prioritize problems relative to further implementation of performance-based vocational teacher education at the site.

Identify viable approaches and strategies for solving PBVTE implementation problems at the site.

Develop a plan of action specifying implementation problems to be addressed, strategies to be utilized, and a calendar of activities for the year.

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

DAILY AGENDA

Wednesday, October 5, 1977

8:45 a.m.	Introductions Welcome to CVE	Jim Hamilton
9:00 a.m.	Objectives of Workshop	Jim Hamilton
9:15 a.m.	Presentation--Change Process: The Concerns-Based Model - Discussion	Gene Hall
10:00 a.m.	Coffee Break	
10:15 a.m.	Presentation--Implementation: The Houston Experience - Discussion	L. Y. Hollis
11:00 a.m.	Presentation--Evaluation: Performance and Program - Discussion	Del Schalock
11:45 a.m.	Lunch	
1:30 p.m.	Introduction to Planning Activities	Kay Adams Lois Harrington
2:15 p.m.	Problem Identification	Site Teams
4:00 p.m.	Group Discussion - Questions and Concerns - Preparation for Thursday's Activities	Jim Hamilton
4:30 p.m.	Adjourn	

Thursday, October 6, 1977

8:45 a.m.	Introduction to Day's Activities	Glen Fardig
9:00 a.m.	Problem Area Sessions - Explore Strategies for Identified Problems	
10:30 a.m.	Coffee Break	
10:45 a.m.	Conference Call - Discussion	Glen Fardig
11:45 a.m.	Lunch	
1:30 p.m.	Explanation of Technical Assistance Available	Jim Hamilton
1:45 p.m.	Development of Plans of Action - Refinement of Strategies - Calendar of Activities	
4:00 p.m.	Conference Call - Discussion	Glen Fardig
4:30 p.m.	Adjourn	

Friday, October 7, 1977

8:45 a.m.	Wrap-up Session - Paper Work - Complete Plans of Action - Initiate Plans for Technical Assistance - Evaluation	Jim Hamilton
12:00 noon (or earlier)	Adjourn	

Participants in the Planning Workshop for Leadership Sites in Implementing Performance-Based Vocational Teacher Education

Purdue University

Dr. Betty A. Sawyers
Dr. Bill Richardson
Dr. Mary Jenet Penrod (State Dept. Rep.)

State University College, Utica/Rome

Dr. John W. Glenn, Jr.
Dr. Eugenio A. Basualdo
Mr. James E. McCann (State Dept. Rep.)

Temple University

Dr. Richard A. Adamsky
Dr. C. J. Cotrell
Dr. Kenneth A. Swatt (State Dept. Rep.)

University of Rhode Island

Dr. Patricia S. Kelly
Dr. Donald E. McCreight
Dr. Clay Sink (Representing Mr. Frank Pontarelli, State Dept.)

Utah State University

Dr. Neill C. Slack
Dr. E. Charles Parker
(State Dept. Rep.)

Consultants

Dr. Gene Hall, University of Texas
Dr. Loye Y. Hollis, University of Houston
Dr. H. Del Schalock, Oregon State System of Higher Education

CVE Staff

Dr. Kay Adams
Dr. Glen Fardig
Dr. James Hamilton
Ms. Lois Harrington
Dr. Robert Norton
Ms. Karen Quinn
Ms. Janet Weiskott

APPENDIX F

Planning Worksheets

STEP 1

Problem Statement: PBTE is not as fully implemented at our institution as it should be.

→ GOAL

FORCES FOR (FACILITATORS)	FORCES AGAINST (INHIBITORS)

STEP 2

Problem Statement No. ____ (drawn from inhibitor identified in Step 1):

FORCES FOR (FACILITATORS)	FORCES AGAINST (INHIBITORS)

STEP 3

Identification of strategies (both long- and short-range) to be utilized in solving each problem statement

Problem Statement No. ____

STRATEGIES

101

STEP 4

Short-range activities to be conducted as part of total strategies for implementation--indicate date, specific activity, place, participants, etc.

OCTOBER	NOVEMBER	DECEMBER
JANUARY	FEBRUARY	MARCH
APRIL	MAY	JUNE

APPENDIX G

Agenda--Houston Meeting

TENTATIVE AGENDA

Site Leaders Workshop
Implementing Performance-Based Teacher Education
University of Houston
466 Farish Hall
March 16-17, 1978

Thursday, March 16

8:30 a.m.	Study, observation, and discussion of University of Houston's PBTE program	Dean Hollis, Bob Houston, Ken Brown
12:00 noon	Lunch	
1:00 p.m.	Individual site presentations - progress, problems/solutions, discussion	Site Leaders
3:15 p.m.	Break	
3:30 p.m.	Individual site presentations - progress, problems/solutions, discussion	Site Leaders
5:00 p.m.	Adjourn	

Friday, March 17

8:30 a.m.	Planning session for June Dissemination Workshop	Jim Hamilton
10:00 a.m.	Break	
10:15 a.m.	Review tentative plans for resource packets, obtain site leader suggestions and recommendations	Jim Hamilton
11:30 a.m.	Review and critique slides and script for student orientation slide/tape	Jim Hamilton
12:00 noon	Adjourn	

APPENDIX H

Slide/Tape Script--"U & PBTE"

1. Start Here and Focus

2. The materials described herein were developed under sponsorship of the National Institute of Education.

3. P...The Center for Vocational Education

4. PB...The Ohio State University

5. PBT...In Cooperation with The United States Office of Education

6. PBTE...Under the Provisions of EPDA Part F, Section 553 Presents

7. U and PBTE

8. Performance
Based
Teacher
Education

CONNIE:

9. I'll bet you'd like to ask me a lot of personal questions about what it's like to live inside these booklets (oh, we call them "modules") all alone.

10. Well, we're not here for that. I've been asked to take a few minutes to tell you about performance-based teacher education...PBTE.

11. First of all, I'm Connie, and you'll be seeing me in many of the PBTE modules that you are going to be using. Oh, I don't have a big role, but I have enough experience to know that you don't want to get into PBTE without knowing something about it.

12. I remember when I first took this job. I was a little nervous about it. PBTE was new to me, as it probably is to you. You want to know what to expect and what your role in the PBTE program will be...and I'm just the one to show you.

13. You see, the one thing that makes PBTE different than any other type of learning experience--the one critical factor--is YOU.

14. Believe it or not, all of these modules will help you develop your teaching skill. They'll not only tell you about teaching...or about the way somebody else teaches... or about the theory of how to teach...they will also give you skill--with your help and the help of your resource person--in how to teach.

15. And the way you'll learn to do it, is to do it. You'll be acquiring background knowledge about each teaching skill, practicing the skill, and then demonstrating your competency by actually performing the skill in the classroom.

16. Each module is a guide for learning a particular teaching skill, and each skill you learn will be a skill you'll need... such as developing a lesson plan, working with audiovisual materials, assessing your students' performance...dozens of skills you'll need every day.

17. We didn't just dream these up either. The teaching skills covered in the modules are based on real research about what good teachers actually do in the classroom and laboratory.

18. My favorite part is the introduction. That's one of the places where you'll find me. Hey! You're not me.

DAVID:

Hi, Connie.

CONNIE:

David! I would pick a module with you in it.

DAVID:

19. Now be nice, Connie. I'm here to help you explain about PBTE.

CONNIE:

All right, David.

20. I was just showing the folks the inside of a module. I was about to say that the introduction explains what teaching skill the module covers...and why this skill is important to vocational teachers.

DAVID:

21. Did you explain the learning experiences, and how each activity is a step toward achieving a particular skill?

CONNIE:

DON'T GET AHEAD OF ME! Don't get ahead of me, David.

22. You see, each module is made up of a series of learning experiences. Each learning experience starts with an overview which identifies the objective and describes the activities you'll be doing to achieve that objective...

23. including the required activities,

24. optional activities,

25. alternate activities,

26. and feedback to help assess your progress.

DAVID:

27. Each learning experience is a step toward becoming proficient in the teaching skill covered by the module.

CONNIE:

28. And, they all lead up to the final experience of the module in which you demonstrate your skill in an actual school situation, that is, in a real school with real students.

29. Your role in developing these skills is very important. Performance-based teacher education gives you more control, and more responsibility for your learning than you may be accustomed to having.

DAVID:

30. The first step in PBTE is to work with your resource person--this may be your professor, or director of staff development, or supervisor--to design an individual program to develop the skills you will need to teach your vocational specialty.

31. From the dozens of modules available, you'll be taking only those that relate directly to the skills you need.

CONNIE:

32. If you're an inservice teacher, you'll be able to add to the teaching skills you already possess.

33. One of the biggest advantages of PBTE is that it allows you to work at your own pace...with the assistance of your resource person, of course. Those skills which you acquire easily can be completed quickly, giving you more time for the skills that are more complex or more difficult for you.

DAVID:

34. Immediate feedback activities allow you to see how you're doing as you complete each learning experience...so you will know when you should repeat a learning experience, or part of a learning experience...

35. in order to achieve the objective involved. And you'll always know in advance what is expected of you in that final learning experience.

36. There are no hidden agendas...no more trying to psych out what's expected. The criteria that will be used to evaluate your performance are listed in the final learning experience.

CONNIE:

37. Speaking of performance, David. You've not been bad to work with so far, so why don't you tell the folks about "testing out" of a module?

DAVID:

38. Well, "testing out" means that if you already know how to do it, you don't have to learn how to do it again. You can just complete the final experience in an actual school situation to demonstrate your competency.

CONNIE:

39. Sure. You've already learned a lot of things. You may have picked up one or more of the skills necessary to vocational teaching through a course, a hobby, a former career, or volunteer work. So, you can test out of modules covering those skills. For instance...the module on presenting information with films...

DAVID:

40. Cecil B. DeMille could ace that one.

CONNIE:

Conduct a Community Survey...

DAVID:

41. George Gallup?

CONNIE:

Prepare News Releases...

DAVID:

42. Walter Cronkite?

CONNIE:

Direct Field Trips...

DAVID:

43. My old army sergeant.

CONNIE:

44. You're getting ridiculous, but you've got the idea, David. You'll be able to build on any experiences you've had to make a skill easier for you, even those at which you're not yet proficient enough to "test out" of the module.

45. Now, even though David and I have been doing all the talking so far, we're not the only ones who are going to be around to help you use the PBTE modules to develop your teaching skill. In fact, although we hate to admit it, there's someone a lot more important that we are, and that's the resource person we've been talking about.

In fact, he, she, or they are so important that...

46. if they are in the room right now, we'd like them to stand up and wave at you or something. (applause) There you go. (wild applause)

DAVID:

47. Your resource person is the key to the development of your teaching skill in the PBTE program. He...

CONNIE:

48. Let's call her "she"...no, let's make it "they."

DAVID:

49. Okay. They will guide your PBTE experience.

50. They'll help you develop your individual PBTE program, and help you become familiar with the format of the modules.

51. And, they'll be available to answer any questions, and to help you obtain any audiovisual equipment or additional learning materials you may need while you're working on a module.

CONNIE:

52. But, just as important, resource persons evaluate your performance. They observe you in the actual school situation, use those criteria we mentioned before to evaluate your performance, and then talk to you afterwards about how you did. And that brings it back to you.

53. It's up to you to budget your time and schedule your activities to complete your module work. And, it's up to you to contact your resource person for any help you need along the way...

54. to schedule an individual conference, to get help in arranging activities or locating needed materials, or set up the final experience.

DAVID:

55. Hey, there's one other group that's important to PBTE.

CONNIE:

Sorry, David, but we don't have room for any more important people.

DAVID:

No more room.

CONNIE:

56. Look, first we told them they were important. Then we made a big deal about the resource person being important. And, now you're going to come up with someone else being important.

DAVID:

Well, there is one more important group...

57. and that group includes your fellow preservice or inservice teachers. In many cases, you will be working with each other as you progress through the modules...like that person next to you.

CONNIE:

Or across the room.

DAVID:

Many module activities call for interaction with your peers...

58. and with other people in your school and community. Your resource person will help you arrange the activities involving other people. Many of these activities are designed to let you practice the skills you're learning before your final evaluation on them.

CONNIE:

59. Activities such as group discussions,

60. role-playing with fellow teachers,

61. observations of skilled teachers--give you an opportunity to work with, and learn from, others.

DAVID:

62. Speaking of learning from others, Connie, do you think we've covered everything they should know about PBTE?

CONNIE:

Well, let's see...

63. Performance-based teacher education stresses your ability to perform specific teaching skills.

DAVID:

64. And you're learning actual teaching skills that you'll be using every day.

CONNIE:

65. And you will be evaluated on how well you perform the skill covered by the module in a real school with real students.

DAVID:

66. And you'll always know from the beginning what skills you'll be expected to achieve, and how you will be evaluated on each skill.

CONNIE:

67. You need to take only those modules covering skills you don't already possess,

68. and you needn't complete any learning experience within a module if you already have the skill needed to complete it.

DAVID:

69. You'll be interacting with others taking modules...in group discussions, projects, role-plays, peer evaluations.

CONNIE:

70. You have the flexibility to repeat or keep working on any experience that you are having difficulty with.

DAVID:

71. And you can work closely with your resource person to get any help you may need.

CONNIE:

72. Well, that's about it, David. I think we've been about as much help as we could be for now. I've got to get back to my modules.

DAVID:

73. Yep, and I've got to get back to mine.

74. Say, Connie, you think they'll ever let us make a module together? THE END

APPENDIX I

Slide/Tape Script--"The Performance-Based Professional Teacher Education Curricula"

1. Start and Focus

2. The Center for Vocational Education at The Ohio State University and the American Association for Vocational Instructional Materials PRESENT

3. The Performance-Based Professional Teacher Education Curricula developed under the sponsorship of the National Institute of Education

4. Teacher educators have alwas sought to provide teachers with the skills they will need to perform effectively.

5. In spite of this aim, however, a recent National Education Association survey indicated that many teachers felt dissatisfied with their preparation in the basic teaching skills.

6. Why were they dissatisfied? One reason may be that a careful analysis of the specific teaching skills needed had never been done.

7. Another reason may be that many teacher education courses emphasize the theory of teaching in general, rather than focusing on the specific skills needed.

8. Teacher education programs have long been aimed at giving teachers the necessary number of courses, with the proper titles, to meet certification requirements.

9. As a result, these programs tend to focus on knowing about how to teach rather than on being able to perform specific teaching skills.

10. Most people agree that there is a fundamental difference between knowing about the job and being able to do the job.

11. Teacher education programs have tended to use paper-and-pencil tests to determine a prospective teacher's ability to perform in the classroom.

12. Not having been required to demonstrate their competence, it is not surprising that many teachers find themselves unprepared to meet the challenge of the actual classroom.

13. These concerns prompted the development of an alternative approach to teacher education: performance-based teacher education, or PBTE.

14. PBTE stresses the identification of the specific knowledge, skills, and attitudes--called competencies--that are needed by all teachers.

15. These competencies are stated as performance objectives to be achieved.

16. PBTE programs are then designed to help students achieve these objectives.

17. A student's program can be individualized to meet his or her needs, abilities, and career goals.

18. In PBTE programs, students are able to work toward the objectives at their own pace, instead of at the pace of the instructor or the group.

19. Evaluation of the teacher is based on his or her ability to perform successfully in actual teaching situations.

20. The performance-oriented nature of PBTE programs can make students more accountable for their performance and more confident in performing the basic teaching skills.

21. The Center for Vocational Education at the Ohio State University has developed a performance-based curriculum.

22. Curriculum materials have been developed in modular form for preparing teachers--preservice and inservice--in the following program areas:

23. Agricultural Education...Business and Office Education

24. Distributive Education...Health Occupations Education

25. Home Economics Education...Technical Education

26. Trade and Industrial Education...and Industrial Arts Education

27. Center work began with research efforts to determine the essential competencies--or skills--of effective vocational teachers.

28. Educators, representing all of the vocational service areas, identified a total of 384 competencies as critical to successful vocational teaching.

29. These competencies were clustered into ten categories, and then further grouped into module topics.

30. For example, one category is Instructional Planning. Within that category is the module, Develop a Lesson Plan.

31. Other examples include modules in Instructional Execution,

32. Instructional Evaluation

33. and Instructional Management.

34. The titles of the 100 modules that have been developed, field tested, and revised are listed on the Vocational Teacher Competency Profile Chart. The 100 modules cover the 384 competencies.

35. Let's take a look at an actual module.

36. Each module begins with an explanation of why the skill covered by the module is important and how it is related to other modules.

37. Next, the performance objectives to be achieved and the required and supplemental resources needed are described.

38. The rest of the module consists of learning experiences designed to help students achieve the terminal objective: performance of the competency in an actual school situation.

39. Some learning experiences provide students with the information they need to perform the competency.

40. Other learning experiences give students the opportunity to practice the competency in a simulated situation.

41. The final learning experience always requires the student to demonstrate in an actual school situation that he or she has achieved the competency described in the terminal objective.

42. Each learning experience includes devices which allow the student to get immediate feedback on his or her progress.

43. The learning experiences also provide optional activities that allow the student the choice of pursuing a topic further.

44. The modules are basically self-contained. They provide within a single booklet most of the materials the student will need.

45. Even though the modules are designed for individual use, opportunities for group activities are also included, and...

46. The teacher educator is actively involved as a resource person, advisor, and evaluator.

47. To assist with the implementation of this performance-based curriculum, a set of orientation materials has been developed.

48. The materials are audiovisual and printed in nature and include booklets for both teacher educators and students.

49. Both the modules and the orientation materials have been advance tested at several sites in a wide variety of vocational education and industrial arts settings.

50. With the flexibility inherent in PBTE curricula, it is easy to select modules so as to meet the needs and interests of both the institution and the individual.

51. PBTE curricula offer a promising alternative to current teacher preparation programs.

52. As the performance-based name implies, these curricula should result in teachers who are better able to perform effectively.

53. The Center's performance-based teacher education modules and associated orientation materials are now being published and distributed by:

American Association for Vocational Instructional Materials (AAVIM)
120 Engineering Center
University of Georgia
Athens, Georgia 30602

54. If you would like more information about this PBTE curriculum or about the availability of training for its effective use, contact:

Professional Development in Vocational Education Program
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

55. The End

APPENDIX J

Case Study Form--Sample Working Copy

Sample Working Copy

PBTE LEADERSHIP SITE
CASE STUDY

Name of Institution Hamiltonian Teachers College

SETTING DESCRIPTION (as of September, 1977)

Administrative Organization of Vocational Teacher Education

A comprehensive department of vocational teacher education within the College of Education with coordinators for the vocational service areas of Agricultural Education, Business and Office Education, Distributive Education, Home Economics Education, and Trade and Industrial Education.

Number of Vocational Teachers in Training:

	Totals		Numbers in PBTE Programs	
	Preservice	Inservice	Preservice	Inservice
Agricultural Education	48	87	6	4
Business and Office Education	120	101	15	5
Distributive Education	52	81	3	-
Health Occupations Education				
Home Economics Education	153	243	10	3
Industrial Arts Education				
Technical Education				
Trade and Industrial Education	80	350	7	7

Number of Vocational Teacher Educators 24

Number of Vocational Teacher Educators Involved in PBTE 6

Type(s) of PBTE Program Implementation (check all that applied; if more than one type applied, use the space provided to describe briefly in writing the program or service area to which each applied):

Fully Individualized, Field-Based PBTE Program (five essential characteristics of PBTE programs are present) ____

Blending Approach (performance-based modules are incorporated into existing teacher education courses) ✓ AG, DE, HE, T&I

Course Substitution or Course Translation (professional sequence courses are converted to series of modularized learning experiences) ✓ BOE

Alternate Parallel Program (the PBTE program operates alongside the regular program) ____

Priority PBTE Implementation Problems Chosen to Address During the 1977-1978 Academic Year.

1. Faculty are not adequately involved in present PBTE activities.

2. etc. (as identified during the October 1977 workshop)

3.

4.

5.

6.

7.

8.

9.

10.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 1 (What was the problem?):

Faculty are not adequately involved in present PBTE activities.

Strategy Solutions Attempted (What did you do?):

1. We held a series of awareness and training sessions (2 in winter, 2 in spring), using faculty experienced in PBTE and the use of modules as presenters and small-group leaders. We used the Center's workshop training module and supporting media, and also brought in teachers-in-training to discuss their experiences with the modules. Representatives from the administration came in to discuss the faculty reward system (see Implementation Problem #2) being designed to recognize faculty involved in the PBTE program.
2. etc. (add any other strategies used)

Summary of Overall Success (How did it work?):

Six more faculty members (2 from BOE, 1 from each of the other vocational service areas) became involved in using the PBTE modules. Support among the other faculty is growing, due mainly to positive feedback from colleagues who have tried PBTE and found that it works.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?): Uncommitted faculty attending the first two sessions complained privately to colleagues that they were being "talked-down-to," "talked at," and otherwise "railroaded" into participating. They were impressed with the planning and organization of the sessions and interested in the feedback from faculty users and teachers-in-training, but they reacted negatively to what they saw as their passive role of "student" at these sessions. None of these feelings were openly expressed during the sessions.

To overcome this (legitimate) complaint, we involved several of the uncommitted faculty in planning the next two sessions, with excellent results. One suggestion which surfaced during a planning meeting was to form a PBTE "task force," composed of committed and uncommitted faculty, to design an ongoing inservice program for resource persons and present their suggestions during the next training session for feedback from the group.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

We found that faculty must be involved in all aspects of the PBTE effort from the outset. Ideally, this means before the PBTE effort has gone beyond the preliminary discussion stage. "Fait Accompli" tactics simply don't work here; nor does a patronizing attitude toward those who are hesitant to try something new. Involvement (in planning, awareness, and training sessions, PBTE advisory committees, etc.) must be real, not a device to get people to do what they really don't understand or feel committed to.

APPENDIX K

Case Studies

PURDUE UNIVERSITY

Case Study

Status Study Ratings
September 1977 and May 1978

CASE STUDY

At the end of April 1978, each of the five Leadership Sites (Temple University, State University College at Utica/Rome, University of Rhode Island, Utah State University, and Purdue University) was asked to complete a "PBTE Leadership Site Case Study" form. When completed, the form would provide participants at the June PBTE dissemination workshop with a brief overview of each site's educational setting, its overall involvement in implementing PBTE as of September 1977, and its implementation activities during this past year. Included in each case study is a list of the problem areas which the site chose to address during the 1977-78 academic year and, for each problem area addressed, there is a description of strategy solutions attempted, problems encountered, solutions applied, and recommendations for others addressing similar problems.

The following is the completed case study for one of the Leadership Sites.

PBTE LEADERSHIP SITE
CASE STUDY

Name of Institution Purdue University

SETTING DESCRIPTION (as of September, 1977)

Administrative Organization of Vocational Teacher Education

The Department of Education in the School of Humanities, Social Science and Education house the vocational program areas of home economics and agricultural education. The Dept. of Industrial Education in the School of Technology houses trade and industrial education, industrial arts, and technical education. Coordination of a comprehensive interdisciplinary vocational education program leading to a M.S., Ed.S or PhD degree is accomplished through a Vocational Teacher Education Council. (VTEC).

Number of Vocational Teachers in Training:

	Totals		Numbers in PBTE Programs	
	Preservice	Inservice	Preservice	Inservice
Agricultural Education	135	100	100	70
Business and Office Education				
Distributive Education				
Health Occupations Education				
Home Economics Education	161	134	161	104
Industrial Arts Education	74	0	27	0
Technical Education	20	105	15	30
Trade and Industrial Education	22	110	17	34

Number of Vocational Teacher Educators 18

Number of Vocational Teacher Educators Involved in PBTE 18

Type(s) of PBTE Program Implementation (check all that applied; if more than one type applied, use the space provided to describe briefly in writing the program or service area to which each applied):

Fully Individualized, Field-Based PBTE Program (five essential characteristics of PBTE programs are present) ____

Blending Approach (performance-based modules are incorporated into existing teacher education courses) X (AG, HEc, T&I, IA, Tech)

Course Substitution or Course Translation (professional sequence courses are converted to series of modularized learning experiences) ____

Alternate Parallel Program (the PBTE program operates alongside the regular program) ____

Priority PBTE Implementation Problems Chosen to Address During the 1977-1978 Academic Year.

1. Lack of refinement of core competencies to facilitate competent teacher preparation.

2. Lack of an operational plan for PBTE implementation

3. Inadequacy of professional staff PBTE re: in-service and pre-service programs.

4. Poor management and assessment of resource person's time and performance.

5. Lack of student orientation to PBTE.

6. Inappropriate/inadequate student assessment.

7.

8.

9.

10.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 1 (What was the problem?):

Lack of refinement of core competencies to facilitate competent teacher preparation.

Strategy Solutions Attempted (What did you do?):

Using data from state wide workshop, specify competencies that are Vo Ed core for certification mandated courses
Utilize local directors of Vo Ed to provide input
Specify competencies that are discipline specific, pre-service/in-service, conditional certified teachers
Develop written documentation per specification of competencies
Expand sequence and scope through investigating other states-Wisconsin(Business & Securing employment skills) NUSTEP (Nebraska), CDS (Florida)

Summary of Overall Success (How did it work?):

A number of interdisciplinary vo ed courses became availabe along with grad courses of each vocational discipline. VTEC coordinated efforts of course development to avoid duplication of competencies. Partial listing of courses are: Orangization & Administration of Voc & Tech Ed, Evaluation of Voc & Tech Educ Programs, Voc Ed for Special Needs Learners, Legal Basis for Vo Tech Ed, Planning & Organizing Facilities for Voc Ed, Voc Program Design & Analysis, Contemporary Problems in Voc & Tech Ed

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

At first, lack of consensus between service areas concerning essential minimal and optimal competencies. Bulletin TEACH of the State Dept clearly identified requirements. Courses were further refined to "blend" in these competencies.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Expect a time problem - get the committment of staff first because this is personal, individual and service involvement. Rapport and liasion between the State Department and other state universities is essential. Gather relevant resources of other states and institutions that are already documented as well as the Ohio Modules. Don't re-invent the wheel.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 2 (What was the problem?):

Lack of an operational plan to implement PBTE

Strategy Solutions Attempted (What did you do?):

Present management/operational plan idea to VTEC
Conduct staff seminar on management plan
Develop time/operations statement for management plan and implement
Develop policy handbook

Summary of Overall Success (How did it work?):

Nothing materialized yet. Individual staff members working on management plan and policy handbook

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Administrative rejection in changing structure of the university led to the blending approach and combined efforts in PBTE operations with state certification requirements Other universities certifying teachers in the state led to complexities of credits, hours, procedures within limited time frames. Major director of PBTE site implementation needed to take a leave of absence and management plan implementation was halted temporarily.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

To have operations of any program continue, it is necessary to have a continuing personal involvement of more than a few faculty and articulation among disciplines.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 3 (What was the problem?):

Inadequacy of professional staff regarding PBTE pre-service and in-service program.

Strategy Solutions Attempted (What did you do?):

Review with regional campus resource persons what has been accomplished regarding in-service needs
Develop recommendations for immediate essential, desired, optional needs (Facilities, equipment and materials)
Explore additional sources of funding - SBVTE, University funds.
Publicize resource materials to faculty and students
Conduct PBTE resource center seminar for staff

Summary of Overall Success (How did it work?):

Modest beginnings of a resource center were established with minimal funds from individual departments. Further seed money was secured from VTEC and a proposal to the State Department for a coordinator plus materials. A catalog and addendum were circulated to all vocational educ. staff. A slide tape on "Use of the Resource Center" was produced by the Ho,Ec.Ed Dept. funded through Dept of Education. AV equipment is readily available for use in a main center of campus. Though the existing resource facilities are small, remodeling of an education building will allow for a larger resource center more centrally located. Additional copies of most often used materials are also located in each discipline's dept. to facilitate use.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

As always, need for equipment and materials is ongoing and funds are limited. With the one year seed money for coordination of the center, ending personnel to operate the center will be lacking. A slow process but constant alertness to available funds is necessary.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

That interdisciplinary involvement be maintained for continuing operations of any resource center and that PR be ongoing to develop familiarity with the materials and their potential use. Innovative techniques, use of AV, concerted efforts in all directions to promote PBTE - Be persistent.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 4 (What was the problem?):

Poor management and assessment of resource person's time and performance.

Strategy Solutions Attempted (What did you do?):

Ascertain alternative modes for assigning faculty loads for PBTE programs.
Recommend procedures to faculty which provide for potential productivity outlets in reference to PBTE efforts
In-service administrators to intricate operations of PBTE efforts with emphasis on faculty reward concepts - tenure, promotion and merit raises
Recommend trial assignments to PBTE efforts to test alternative staff loads for estimating actual and perceived problems.

Summary of Overall Success (How did it work?):

Overall use of modules was encouraged, increased and blended into existing courses. But, no tangible results in tenure, promotion resulted. Funded research potential became known - also thesis potential for graduate independent study. New course developed - Mainstreaming Special Needs - as a result of in-service performance-based workshops - State funded proposal (425 in attendance throughout state).

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Vocational education (ag and home ec.) located in liberal arts school - work around it. Declining enrollments in education sections and tenured faculty leave no room for hiring more new and amenable staff. FTE based on student contact hours and the traditional system of reward based on publications, service and teaching can't be changed.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Continue encouraging new and experienced faculty in workshops, course development, and attendance at state level seminars. Assist resource person by supplying them with relevant materials, equipment, and graduate assistant help. Rely on resource persons who are satisfactorily using time and with high quality performance as models for other staff. Provide feedback regularly.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 5 (What was the problem?):

Lack of student orientation to PBTE.

Strategy Solutions Attempted (What did you do?):

Check with each service area concerning student counseling/identification procedures.
Develop an orientation format to submit to VTEC.
Develop announcement materials.
Conduct joint group student orientation sessions.
Evaluate student cognitive area of PBTE.
Modify orientation.

Summary of Overall Success (How did it work?):

A unified approach - reducing duplication, lowering cost and team teaching faculty - presented the first core courses across disciplines. New module development in PBTE was encouraged and resulted in several specific needs being met. A brochure was developed and disseminated to potential students throughout the state announcing vocational education PBTE studies. The State of Indiana is committed to PBTE and continues curriculum development in this vein. A major increase in visibility/attendance/participation/checkout of resource center materials by students who spread the word.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Success breeds success - a steady growth in student population who are satisfied with their performance and feedback results leads to the best PR possible - word of mouth. The resource center is still too small to handle larger numbers, but, with increasing circulation of materials, a conference room nearby is being utilized for on-site use.

Typical scheduling problems - content and pedagogy - always present.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Enthusiasm carries weight - begins with involvement and commitment. When students find staff are enthusiastic about PBTE and encourage its use, the students become more aware of its potential also. A more structured orientation may be useful.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked #____ (What was the problem?):

Inappropriate/inadequate student assessment.

Strategy Solutions Attempted (What did you do?):

Identify problems inherent in assessing student performance per field based teacher performance.

Conduct workshop (supervising teachers, teacher educators, and State Department personnel) to focus on student assessment.

Organize a task force on developing procedures.

Summary of Overall Success (How did it work?):

An "Assessment and Reporting Conference" was held on campus with Dr. Joel Burdin (ASCD) as keynote speaker, emphasizing accountability demands from employer, student, and public. Dr. Jim Hamilton presented one topic in a round robin session - Grading Procedures, Innovative Means (VT), Discrepancies with Evaluation and Recommendations, and Writing Recommendations were other topics. Enthusiastic response of the participants and excellent feedback indicates a success.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

The conference itself was a success. Assessment, however, is still a problem with the traditional grading system in effect. The matter of accountability and increased pressures from all levels in encouraging the trend toward competencies.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Though the conference was interdisciplinary, the overall planning and leadership should be in the hands of a capable person who organizes well and keeps things moving. Keep accurate records of procedures, reports, attendance, involve as many resource persons as possible in some way, and improve each year, relating specifically to the needs in the field. The Assessment area was a major concern of so very many out there.

STATUS STUDIES

Each of the PBTE Leadership Sites was asked to complete two status study reports during the past year--one documenting their implementation status as of September 1977, and one documenting their implementation status as of May 1978. Documentation was accomplished in both cases by ranking status on each of 59 implementation factors using a seven-point scale (e.g., 1-Not at all, 4-To some extent, 7-To a great extent). The 59 factors were grouped into eight sections, as follows:

A. Support Policies
B. Management Policies
C. Staffing
D. Physical Facilites
E. Operational Procedures
F. Specification of Competencies
G. Delivery System
H. Student Assessment

After ranking the items in each section using the seven-point scale, site personnel were asked to provide additional information relative to the topic in narrative form. However, these narrative descriptions have not been included in this particular document because it was felt that, in the interests of usability, the status studies should be brief.

Thus, what follows is a summary of the two status studies completed by one of the Leadership Sites. Each of the 59 items is listed and, beside each item, the rankings given to that item by the site both in September and in May are given for purposes of comparison.

STATUS STUDY RATINGS

September 1977 and May 1978

	9-77	5-78
A. Support Policies		
1. The administration accepts the basic principles and practices of PBTE. (1-Not at all to 7-To a great extent)	5	5
2. The administrative structure of the institution facilitates achievement of PBTE program objectives. (1-Not at all to 7-To a great extent)	5	5
3. Administrative policies and decisions are examined and modified to meet the unique needs of the PBTE program. (1-Not at all to 7-Very often)	4	4
4. The institution's administration works cooperatively with administration of other institutions and education agencies in the organization and management of the PBTE program. (1-No coordination to 7-Extensive coordination)	3	3
5. Sufficient additional resources of personnel, materials, and funds required for start-up and maintenance of the PBTE program are provided. (1-Insufficient resources to 7-Sufficient resources)	3	4
6. The faculty reward system (salary, promotion, tenure, etc.) recognizes the unique contributions of the individuals involved in the PBTE program. (1-Not recognized to 7-Highly recognized)	2	2
7. Faculty load assignments have been formulated to take into account the unique demands of the PBTE program. (1-Not at all to 7-To a great extent)	2	2
8. A recognized policy-making body governs the program. (1-No input to 7-Extensive input)	3	4
B. Management Policies		
9. Grading policies and the awarding of credits are based on the achievement of teaching competencies rather than course completion. (-Not at all to 7-Totally)	3	3
10. Provision is made for students to make the transition from the conventional to the performance-based program without loss of credits or time. (1-Not at all to 7-To a great extent)	3	3
11. Reporting of student professional preparation to prospective employers and other institutions is based on teaching competencies. (1-Not at all to 7-To a great extent)	3	3
12. Program outcomes are systematically evaluated against the principles and philosophy of PBTE and the program is refined on the basis of feedback. (1-No use of feedback to 7-Extensive use of feedback)	3	3

C. Staffing	9-77	5-78
13. The instructional and support staffs are committed to the principles and practices of the PBTE program. (1-No commitment to 7-Very committed)	4	5
14. The instructional staff have been trained to serve effectively in their appropriate roles in the PBTE program. (1-No training to 7-Extensive training)	4	4
15. Students are provided with orientation to the principles and practices of performance-based education. (1-No orientation to 7-Extensive orientation)	4	4
16. Resource persons hold conferences with learners for purpose of reviewing progress, counseling, and reassessing the learner's program. (1-Not at all to 7-very often)	3	3
17. Resource persons are available in the actual school situation to supervise students and evaluate their work toward achievement of competencies. (1-Not available to 7-Always available)	4	4
18. Aides are available to assist students in their use of the resource center and its equipment. (1-Not at all to 7-Very often)	2	3
19. Resource persons supplement the instructional modules with up-to-date and situation-specific instructional materials. (1-Not at all to 7-Very often)	3	3
20. An ongoing inservice program is provided to resource persons. (1-No program to 7-Extensive program)	3	4
D. Physical Facilities		
21. A resource center is available to students for individual or group study. (1-Inadequate to 7-Fully adequate)	4	5
22. Videotape recording and playback equipment is available for taping and viewing teaching performance. (1-Inadequate to 7-Fully adequate)	4	4
23. Standard instructional media equipment (audio recorders, overhead projectors, etc.) are readily available to students as they work to achieve competencies. (1-Inadequate to 7-Fully adequate)	5	5
24. Learning facilities are available for student use at convenient times in the day and evening. (1-Unavailable to 7-Adequately available)	4	4
25. Resource materials referenced in the instructional modules are available for student use. (1-None to 7-All)	4	5
26. Financial resources are available to continually update materials and equipment in the resource center. (1-None to 7-Sufficient)	4	4
27. Seminar rooms, classrooms, and practice teaching rooms are available. (1-Less than adequate to 7-Fully adequate)	3	4

	9-77	5-78
28. Office space is provided for resource persons that is convenient and accessible to students who are in need of assistance. (1-None to 7-More than adequate)	5	5

E. Operational Procedures

	9-77	5-78
29. Existing management procedures have been reviewed to determine their appropriateness to the PBTE program. (1-No review to 7-Extensive review)	3	3
30. An explicit statement or handbook of program management policies exists. (1-No written policies to 7-Extensive written policies)	1	1
31. There is articulation between the components of the teacher education program that are performance-based, and those components operated in a conventional mode. (1-No articulation to 7-Extensive articulation)	5	5
32. There is articulation between campus educational activities and field-experience activities. (1-No articulation to 7-Extensive articulation)	5	5
33. The management system makes provision for different students to be at a variety of points of development at the same time. (1-No provision to 7-Adequate provision)	4	4
34. The purchase and distribution of instructional modules have been organized into businesslike procedures. (1-No organization to 7-Extensive organization)	5	5
35. Students can determine their status in the teacher preparation program. (1-At limited times to 7-At any time)	4	4
36. Needed instructional resource materials are made available to learners who are inservice teachers not working on campus. (1-Not at all to 7-To a great extent)	4	4

F. Specification of Competencies

	9-77	5-78
37. A rationale, and basis for competency selection, has been written. (1-None to 7-Complete)	2	3
38. A required core of teacher competencies has been identified for the preservice teacher education program, based on research studies or formal professional review. (1-None to 7-Fully developed)	3	4
39. A required core of teacher competencies has been identified for the inservice and/or graduate program. (1-None to 7-Fully developed)	3	4
40. A series of competencies considered "survival skills" for teachers entering the profession directly from business and industry has been identified. (1-None to 7-Fully developed)	1	2

	9-77	5-78
41. Groups of desirable optional competencies have been identified for each of the preservice, inservice, and graduate programs. (1-None to 7-Fully developed)	3	3
42. Opportunity is afforded for students to present evidence of personal competence in any of the required or optional teaching competencies. Students are only required to complete modules in which they are not already competent. (1-Not at all to 7-To a great extent)	3	3
43. Learners' personal career goals, abilities, and learning styles are taken into consideration as students' individual professional training programs are developed. (1-Not at all to 7-To a great extent)	3	3
44. The required and optional competencies, along with the criteria for acceptable performance, are made public in advance of instruction. (1-Not at all to 7-To a great extent)	4	4

G. Delivery System

45. Opportunity is provided for learners to use a variety of learning styles. (1-Not at all to 7-To a great extent)	4	4
46. Alternate learning activities are provided for special needs. (1-Not at all to 7-To a great extent)	3	3
47. Learners may achieve competencies at a rate compatible with their abilities and characteristics. (1-No flexibility to 7-Extensive Flexibility)	3	3
48. Provision is made for learners to meet in seminars or other group settings in order to promote interaction and share experiences. (1-No interaction to 7-Frequent interaction)	4	4
49. Faculty utilize the performance-based approach in their own teaching. (1-Not at all to 7-To a great extent)	5	5
50. Learning experiences are devised to augment or replace those in the instructional modules where necessary. (1-Not at all to 7-Very often)	5	5
51. Resource persons qualified in a variety of instructional areas are available to assist learners as they complete module learning activities. (1-Not at all to 7-To a great extent)	4	4

H. Student Assessment

52. Assessment of student performance takes place in an actual school situation. (1-Not at all to 7-Very often)	5	6

	9-77	5-78
53. The Teacher Performance Assessment Form as included in each module is used as the basic evaluation instrument. (1-Not used to 7-Used as is)	3	3
54. Within the program, agreement has been reached as to the meaning and determination of the levels of performance on the TPAF rating scale.	3	3
55. Final assessment of teacher performance is done by a qualified and trained resource person. (1-Not qualified to 7-Highly qualified)	6	6
56. The teacher-in-training may negotiate the time and conditions under which the assessment of final performance takes place. (1-Not at all to 7-To a great extent)	4	4
57. The teacher is informed of the results of performance assessments and is counseled as to any remedial activities that are needed. (1-Not at all to 7-Very often)	4	4
58. Results of assessment procedures become a part of the teacher's permanent records. (1-Not at all to 7-Fully)	2	3
59. Data on final assessment results of students are utilized as a basis for program improvement. (1-Not at all to 7-To a great extent)	3	3

UNIVERSITY OF RHODE ISLAND

Case Study

Status Study Ratings
September 1977 and May 1978

CASE STUDY

At the end of April 1978, each of the five Leadership Sites (Temple University, State University College at Utica/Rome, University of Rhode Island, Utah State University, and Purdue University) was asked to complete a "PBTE Leadership Site Case Study" form. When completed, the form would provide participants at the June PBTE dissemination workshop with a brief overview of each site's educational setting, its overall involvement in implementing PBTE as of September 1977, and its implementation activities during this past year. Included in each case study is a list of the problem areas which the site chose to address during the 1977-78 academic year and, for each problem area addressed, there is a description of strategy solutions attempted, problems encountered, solutions applied, and recommendations for others addressing similar problems.

The following is the completed case study for one of the Leadership Sites.

PBTE LEADERSHIP SITE
CASE STUDY

Name of Institution UNIVERSITY OF RHODE ISLAND

SETTING DESCRIPTION (as of September, 1977)

Administrative Organization of Vocational Teacher Education

The vocational teacher education programs at the University of Rhode Island are housed in separate colleges: Home Economics Education, College of Home Economics; Business Education and Distributive Education, College of Business; Agricultural Education, College of Resource Development; Trade and Industrial Education is located at Rhode Island College.

Number of Vocational Teachers in Training:

	Totals		Numbers in PBTE Programs	
	Preservice	Inservice	Preservice	Inservice
Agricultural Education	29	16	29	9
Business and Office Education	2		2	
Distributive Education	5		5	
Health Occupations Education	none			
Home Economics Education	45	32	30	10
Industrial Arts Education	150	100	35	25
Technical Education				
Trade and Industrial Education	80	250	60	0

Number of Vocational Teacher Educators 16

Number of Vocational Teacher Educators Involved in PBTE 12

Type(s) of PBTE Program Implementation (check all that applied; if more than one type applied, use the space provided to describe briefly in writing the program or service area to which each applied):

Fully Individualized, Field-Based PBTE Program (five essential characteristics of PBTE programs are present)		
Blending Approach (performance-based modules are incorporated into existing teacher education courses)	X	HE, AG, DE, BOE, T&I
Course Substitution or Course Translation (professional sequence courses are converted to series of modularized learning experiences)	*X	HE, AG, BOE *For selected in-service or pre-service students, a group of modules was selected under a Special Problems course and were completed on an individualized approach for 1-3 credits.
Alternate Parallel Program (the PBTE program operates alongside the regular program)		

Priority PBTE Implementation Problems Chosen to Address During the 1977-1978 Academic Year.

1. Lack of in-depth training of resource people.

2. Lack of funds for increased implementation and maintenance of program and administrative awareness.

3. Lack of a written rationale for PBTE and competency selection for total program by service areas.

4. Lack of a well-developed management system and management procedures.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 1 (What was the problem?):

Lack of in-depth training of resource people.

Strategy Solutions Attempted (What did you do?):

Changed an existing Supervision of Student Teachers graduate level course from the Home Economics area only, to include in-service teachers from all vocational areas. This was accepted by the State Department of Education for the qualification needed (plus 3 years teaching experience) to obtain a Critic Teacher Certificate. The Supervision Modules I-6, I-7, I-8, a Student Teacher Handbook based upon the PBTE concept, and a pre-service student assigned to the in-service teacher for teaching episodes and early field experiences formed the basis of the course. Additional seminars were held for Supervising Teachers to further their skills in using the TPAFs to evaluate their student teachers. Videotapes of pre-service students were used for this activity.

Summary of Overall Success (How did it work?):

This worked very well, but we have a captivated, motivated audience. If you want to become a Supervising Teacher, you must take this course. The teaching-episode in I-6 is carried out in the school; each teacher develops an Orientation Packet for her/his school; some have even added slides and a videotape. These are then housed in the specific vocational department to be used by pre-service students.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

For evaluation of the course, a contract system was set up so depending on a teacher's work load, she/he could contract for an A, B, or C grade. This took the pressure off the course evaluation.

Scheduling the pre-service and in-service groups to work together for conferences, micro-teaching, and planning sessions was a logistics problem. Additional teacher educators were asked to assist, and a graduate assistant helped with the course throughout the semester.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Both the course setup and the seminar approach worked well, but one always feels we could have used more time or more sessions. The more the teacher educator works with the modules, TV equipment, and the logistics of scheduling, the easier it becomes. Excellent rapport and liaison needs to be established with other teacher educators responsible for the undergraduate methods classes so both groups benefit and scheduling takes place simultaneously. Consult with those teacher educators who have successfully used this PBTE approach.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 2 (What was the problem?):

Lack of funds for increased implementation and maintenance of program and administrative awareness.

Strategy Solutions Attempted (What did you do?):

A positive effort was made to inform the three Deans of the colleges involved. A conference by the Site Coordinator was held with the Vice President for Academic Affairs and a loose leaf notebook, documenting the University of Rhode Island PBTE effort since 1975, was developed and is located in his office. A description of this PBTE implementation effort was written for the College newsletter; an open seminar was given for the entire campus community, and Dr. James Hamilton discussed the program with representatives from the Curriculum Research Development Center.

Summary of Overall Success (How did it work?):

Funds were obtained from an EPDA state funded grant, college incentive funds, and capital and departmental funds ($14,380).

Success in solving this implementation problem could be rated good.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

The original grant request was cut so some awareness activities (such as a New England Seminar) had to be eliminated. The Center consultant funds were used to invite a guest lecturer, Professor Jack Sands, Holland College, Prince Edward Island, to speak to administrators, state department personnel, teacher educators, and supervising teachers on PBTE Implementation and Individualized Instruction for In-Service Education. Solution: Extend your limited resources and increased administrative awareness of your PBTE activities ultimately leads to increased financial support.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Search out State Department funds that can support teacher education or personnel development activities. Make a concerted effort to inform administrators of your PBTE implementation efforts and needs. Develop an on-going public relations campaign that includes newspaper and newsletter articles as well as seminars for informing interested university faculty and staff of your PBTE program. Develop brief resume information sheets about the different aspects of your PBTE program.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 3 (What was the problem?):

Lack of a written rationale for PBTE and competency selection for total program by service areas.

Strategy Solutions Attempted (What did you do?):

Each vocational area was asked to identify those competencies needed by pre-service and beginning teachers, and T&I was to identify "a survival kit" of competencies needed by those going directly from industry to teaching. The 100 module chart was used as the basic list of competencies, and each vocational area held two-day workshops plus additional seminars to identify competencies. Participants were teacher educators, in-service teachers, graduate assistants, supervising teachers, and pre-service students.

Summary of Overall Success (How did it work?):

This was somewhat successful but really has been a two year process as final identification of competencies must be built upon a solid foundation of PBTE awareness and familiarity with the 100 competencies identified by the Center as well as the contents of the modules.

These competencies have been identified by HE, AGE, BOE, DE, and T&I. They now need verification.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

One problem encountered has been the time factor for writing a final report based upon the data collected. A review of current literature now needs to be made for comparison, the teacher educators involved need to have a final evaluation meeting to react to the data, and then the report.

PBTE Task Forces were set up for each vocational area, and a joint meeting was held.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Identification of competencies and actual implementation needs to be going on at the same time so teacher educators can analyze the practicability of their idealistic beliefs about what makes a teacher effective. It is after this initial implementation effort is made that a more realistic analysis can be made of the competencies that pre-service students can develop. Then, a written rationale for a specific vocational teacher education program can be developed, one you know can be successfully implemented.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked #__4__ (What was the problem?):

Lack of a well-developed management system and management procedures.

Strategy Solutions Attempted (What did you do?):

University of Rhode Island continued the development of two Resource Centers and two Teaching-Learning Laboratories housed in the College of Home Economics and the College of Resource Development. Develop an excellent rapport with supervising teachers and work closely with teacher educators involved in the PBTE implementation efforts.

The Home Economics advanced methods course had the credit changed from 3 to 4, was team taught, materials and references were individualized, videotapes were developed, and the course integrated with the student teaching experience.

Summary of Overall Success (How did it work?):

The use of the Resource Centers by AGE, HEC, BOE, and DE students has been very successful. Rapport established with supervising teachers has enhanced and strengthened evaluation of student teachers' competencies.

Integrating advanced methods and student teaching in the Home Economics area will be tried again, Fall, 1978. It was successful, but some problems need to be solved.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

In Agricultural Education, students tended to work more on an individualized basis rather than working with peers when this procedure was suggested (due to scheduling problems). In Home Economics Education, tying up the time of two faculty members for a five week period, 9:00 A.M. to 3:00 P.M. each day, was unrealistic. Students needed more time to be "on their own" with specific times designated as group work or evaluation periods. Having references and resources available for September 1 for first five weeks of Fall Semester was unrealistic.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

A systematic pre-evaluation system needs to be devised as well as more record keeping instruments, check lists, and progress charts. Teacher educators can not implement a new PBTE system, change to a professional semester, redesign two courses, obtain all references needed, individualize a course and develop managerial and evaluation instruments all within one semester. A year's lead time or a summer session is needed to prepare all the materials for such an undertaking. With this initial implementation effort to build on, this integrated methods and student teaching approach will be tried again, Fall, 1978. Resources will be available and a pre-evaluation procedure, increased individualization, and more sophisticated management techniques will be incorporated.

STATUS STUDIES

Each of the PBTE Leadership Sites was asked to complete two status study reports during the past year--one documenting their implementation status as of September 1977, and one documenting their implementation status as of May 1978. Documentation was accomplished in both cases by ranking status on each of 59 implementation factors using a seven-point scale (e.g., 1-Not at all, 4-To some extent, 7-To a great extent). The 59 factors were grouped into eight sections, as follows:

A. Support Policies
B. Management Policies
C. Staffing
D. Physical Facilites
E. Operational Procedures
F. Specification of Competencies
G. Delivery System
H. Student Assessment

After ranking the items in each section using the seven-point scale, site personnel were asked to provide additional information relative to the topic in narrative form. However, these narrative descriptions have not been included in this particular document because it was felt that, in the interests of usability, the status studies should be brief.

Thus, what follows is a summary of the two status studies completed by one of the Leadership Sites. Each of the 59 items is listed and, beside each item, the rankings given to that item by the site both in September and in May are given for purposes of comparison.

STATUS STUDY RATINGS

September 1977 and May 1978

A. Support Policies

	9-77	5-78
1. The administration accepts the basic principles and practices of PBTE. (1-Not at all to 7-To a great extent)	4	4
2. The administrative structure of the institution facilitates achievement of PBTE program objectives. (1-Not at all to 7-To a great extent)	3	6
3. Administrative policies and decisions are examined and modified to meet the unique needs of the PBTE program. (1-Not at all to 7-Very often)	2	3
4. The institution's administration works cooperatively with administration of other institutions and education agencies in the organization and management of the PBTE program. (1-No coordination to 7-Extensive coordination)	3	4
5. Sufficient additional resources of personnel, materials, and funds required for start-up and maintenance of the PBTE program are provided. (1-Insufficient resources to 7-Sufficient resources)	3	4
6. The faculty reward system (salary, promotion, tenure, etc.) recognizes the unique contributions of the individuals involved in the PBTE program. (1-Not recognized to 7-Highly recognized)	4	3
7. Faculty load assignments have been formulated to take into account the unique demands of the PBTE program. (1-Not at all to 7-To a great extent)	3	3
8. A recognized policy-making body governs the program. (1-No input to 7-Extensive input)	1	2
B. Management Policies		
9. Grading policies and the awarding of credits are based on the achievement of teaching competencies rather than course completion. (-Not at all to 7-Totally)	4	5
10. Provision is made for students to make the transition from the conventional to the performance-based program without loss of credits or time. (1-Not at all to 7-To a great extent)	7	7
11. Reporting of student professional preparation to prospective employers and other institutions is based on teaching competencies. (1-Not at all to 7-To a great extent)	1	2
12. Program outcomes are systematically evaluated against the principles and philosophy of PBTE and the program is refined on the basis of feedback. (1-No use of feedback to 7-Extensive use of feedback)	3	5

C. Staffing

		9-77	5-78
13.	The instructional and support staffs are committed to the principles and practices of the PBTE program. (1-No commitment to 7-Very committed)	4	6
14.	The instructional staff have been trained to serve effectively in their appropriate roles in the PBTE program. (1-No training to 7-Extensive training)	5	6
15.	Students are provided with orientation to the principles and practices of performance-based education. (1-No orientation to 7-Extensive orientation)	5	5
16.	Resource persons hold conferences with learners for purpose of reviewing progress, counseling, and reassessing the learner's program. (1-Not at all to 7-very often)	3	5
17.	Resource persons are available in the actual school situation to supervise students and evaluate their work toward achievement of competencies. (1-Not available to 7-Always available)	4	5
18.	Aides are available to assist students in their use of the resource center and its equipment. (1-Not at all to 7-Very often)	3	5
19.	Resource persons supplement the instructional modules with up-to-date and situation-specific instructional materials. (1-Not at all to 7-Very often)	5	6
20.	An ongoing inservice program is provided to resource persons. (1-No program to 7-Extensive program)	2	5
D. Physical Facilities			
21.	A resource center is available to students for individual or group study. (1-Inadequate to 7-Fully adequate)	5	7
22.	Videotape recording and playback equipment is available for taping and viewing teaching performance. (1-Inadequate to 7-Fully adequate)	7	7
23.	Standard instructional media equipment (audio recorders, overhead projectors, etc.) are readily available to students as they work to achieve competencies. (1-Inadequate to 7-Fully adequate)	7	7
24.	Learning facilities are available for student use at convenient times in the day and evening. (1-Unavailable to 7-Adequately available)	5	6
25.	Resource materials referenced in the instructional modules are available for student use. (1-None to 7-All)	3	6
26.	Financial resources are available to continually update materials and equipment in the resource center. (1-None to 7-Sufficient)	3	5
27.	Seminar rooms, classrooms, and practice teaching rooms are available. (1-Less than adequate to 7-Fully adequate)	6	6

	9-77	5-78
28. Office space is provided for resource persons that is convenient and accessible to students who are in need of assistance. (1-None to 7-More than adequate)	5	6
E. Operational Procedures		
29. Existing management procedures have been reviewed to determine their appropriateness to the PBTE program. (1-No review to 7-Extensive review)	1	3
30. An explicit statement or handbook of program management policies exists. (1-No written policies to 7-Extensive written policies)	1	2
31. There is articulation between the components of the teacher education program that are performance-based, and those components operated in a conventional mode. (1-No articulation to 7-Extensive articulation)	4	5
32. There is articulation between campus educational activities and field-experience activities. (1-No articulation to 7-Extensive articulation)	4	6
33. The management system makes provision for different students to be at a variety of points of development at the same time. (1-No provision to 7-Adequate provision)	3	4
34. The purchase and distribution of instructional modules have been organized into businesslike procedures. (1-No organization to 7-Extensive organization)	2	4
35. Students can determine their status in the teacher preparation program. (1-At limited times to 7-At any time)	4	4
36. Needed instructional resource materials are made available to learners who are inservice teachers not working on campus. (1-Not at all to 7-To a great extent)	5	6
F. Specification of Competencies		
37. A rationale, and basis for competency selection, has been written. (1-None to 7-Complete)	1	3
38. A required core of teacher competencies has been identified for the preservice teacher education program, based on research studies or formal professional review. (1-None to 7-Fully developed)	3	4
39. A required core of teacher competencies has been identified for the inservice and/or graduate program. (1-None to 7-Fully developed)	2	3
40. A series of competencies considered "survival skills" for teachers entering the profession directly from business and industry has been identified. (1-None to 7-Fully developed)	2	4

	9-77	5-78
41. Groups of desirable optional competencies have been identified for each of the preservice, inservice, and graduate programs. (1-None to 7-Fully developed)	1	2
42. Opportunity is afforded for students to present evidence of personal competence in any of the required or optional teaching competencies. Students are only required to complete modules in which they are not already competent. (1-Not at all to 7-To a great extent)	3	5
43. Learners' personal career goals, abilities, and learning styles are taken into consideration as students' individual professional training programs are developed. (1-Not at all to 7-To a great extent)	3	5
44. The required and optional competencies, along with the criteria for acceptable performance, are made public in advance of instruction. (1-Not at all to 7-To a great extent)	4	6
G. Delivery System		
45. Opportunity is provided for learners to use a variety of learning styles. (1-Not at all to 7-To a great extent)	6	6
46. Alternate learning activities are provided for special needs. (1-Not at all to 7-To a great extent)	5	5
47. Learners may achieve competencies at a rate compatible with their abilities and characteristics. (1-No flexibility to 7-Extensive Flexibility)	5	6
48. Provision is made for learners to meet in seminars or other group settings in order to promote interaction and share experiences. (1-No interaction to 7-Frequent interaction)	6	6
49. Faculty utilize the performance-based approach in their own teaching. (1-Not at all to 7-To a great extent)	6	6
50. Learning experiences are devised to augment or replace those in the instructional modules where necessary. (1-Not at all to 7-Very often)	6	6
51. Resource persons qualified in a variety of instructional areas are available to assist learners as they complete module learning activities. (1-Not at all to 7-To a great extent)	6	6
H. Student Assessment		
52. Assessment of student performance takes place in an actual school situation. (1-Not at all to 7-Very often)	5	6

	9-77	5-78
53. The Teacher Performance Assessment Form as included in each module is used as the basic evaluation instrument. (1-Not used to 7-Used as is)	6	6
54. Within the program, agreement has been reached as to the meaning and determination of the levels of performance on the TPAF rating scale.	5	5
55. Final assessment of teacher performance is done by a qualified and trained resource person. (1-Not qualified to 7-Highly qualified)	6	6
56. The teacher-in-training may negotiate the time and conditions under which the assessment of final performance takes place. (1-Not at all to 7-To a great extent)	5	5
57. The teacher is informed of the results of performance assessments and is counseled as to any remedial activities that are needed. (1-Not at all to 7-Very often)	6	7
58. Results of assessment procedures become a part of the teacher's permanent records. (1-Not at all to 7-Fully)	[illegible]	4
59. Data on final assessment results of students are utilized as a basis for program improvement. (1-Not at all to 7-To a great extent)	3	6

STATE UNIVERSITY AT UTICA/ROME

Case Study

Status Study Ratings
September 1977 and May 1978

CASE STUDY

At the end of April 1978, each of the five Leadership Sites (Temple University, State University College at Utica/Rome, University of Rhode Island, Utah State University, and Purdue University) was asked to complete a "PBTE Leadership Site Case Study" form. When completed, the form would provide participants at the June PBTE dissemination workshop with a brief overview of each site's educational setting, its overall involvement in implementing PBTE as of September 1977, and its implementation activities during this past year. Included in each case study is a list of the problem areas which the site chose to address during the 1977-78 academic year and, for each problem area addressed, there is a description of strategy solutions attempted, problems encountered, solutions applied, and recommendations for others addressing similar problems.

The following is the completed case study for one of the Leadership Sites.

PBTE LEADERSHIP SITE
CASE STUDY

Name of Institution SUNY College of Technology at Utica/Rome

SETTING DESCRIPTION (as of September, 1977)

Administrative Organization of Vocational Teacher Education

Dept. Director
Full-Time Faculty → Part-Time Faculty
Coordinators → Part-Time Faculty
Testing Coordinator

Number of Vocational Teachers in Training:

	Totals		Numbers in PBTE Programs	
	Preservice	Inservice	Preservice	Inservice
Agricultural Education	10	25	10	15
Business and Office Education				
Distributive Education				
Health Occupations Education	40	150	40	100
Home Economics Education				
Industrial Arts Education				
Technical Education	25	50	25	30
Trade and Industrial Education	75	225	75	175

Number of Vocational Teacher Educators 48

Number of Vocational Teacher Educators Involved in PBTE 40

Type(s) of PBTE Program Implementation (check all that applied; if more than one type applied, use the space provided to describe briefly in writing the program or service area to which each applied):

Fully Individualized, Field-Based PBTE Program (five essential characteristics of PBTE programs are present) ____

Blending Approach (performance-based modules are incorporated into existing teacher education courses) X (Ag, HO, TE, & T&I)

Course Substitution or Course Translation (professional sequence courses are converted to series of modularized learning experiences) ____

Alternate Parallel Program (the PBTE program operates alongside the regular program) ____

Priority PBTE Implementation Problems Chosen to Address During the 1977-1978 Academic Year.

1. Explore internal and external financial and other resources available (grants-library-sit commitment, etc.) to improve or develop new activities to enhance the modules implementation.

2. Work with directors of schools to obtain commitments for test pilot regions.

3. Form faculty committees to determine which modules would be used in each course.

4. Convene faculty to establish modules' grading policy.

5. Review and personalize the Center's new resource persons guide.

6. Stress in faculty meetings that PBTE requires a greater amount of time in the beginning, but in the long run this time will be compensated.

7. Coordinate a hands-on-experience to compliment the students' guide implementation.

8. Have a special meeting with the faculty to determine how many modules equate each specific course. Use the implementation guide to assist in this decision making process.

9. Set up faculty committees to study additional available resources for each module.

10. Explore with the registrar alternative ways for reporting grades.

11. Meet with BOCES's professional staff (in the test pilot regions) to acquaint them with PBTE and explore the financial resources that they might commit for more effective implementation of PBTE at their sites.

12. Assemble the policies made to implement PBTE in a looseleaf notebook that allows updating.

13. Utilize consultants from the Center to expand PBTE by training more resource persons.

14. Utilize other available consultants to debut PBTE in field sites.

15. Review test pilot sites' involvement by determining the:

    a. number of students participating in PBTE.
    b. amount of time the students have available for professional development.
    c. other signs of commitment on the part of the students and participating schools.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 1 (What was the problem?):

Explore internal and external financial and other resources available (grants-library-sit commitment, etc.) to improve or develop new activities to enhance the modules implementation.

Strategy Solutions Attempted (What did you do?):

1. Encouraged the library to purchase complete set of modules
2. Encouraged BOCES to order modules for their curriculum library
3. Allocated more department funds for PBTE material

Summary of Overall Success (How did it work?):

1. Library purchased what was requested
2. Still working with individual vocational schools to purchase PBTE materials
3. Additional funds allotted

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Find it is a slow process to get vocational schools to purchase teacher preparation materials

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Do their homework, have a good sales pitch, and be persistent.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 2 (What was the problem?):

Work with directors of schools to obtain commitments for test pilot regions.

Strategy Solutions Attempted (What did you do?):

All directors were contacted in the regions where we desired support

Summary of Overall Success (How did it work?):

Received full cooperation to proceed as desired

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

In rural delivery areas we found closer supervision of students utilizing modules was needed. Module implementation should be gradual for maximum effectiveness.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Convert to modular use gradually

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 3 (What was the problem?):

Form faculty committees to determine which modules would be used in each course.

Strategy Solutions Attempted (What did you do?):

Scheduled meetings

Summary of Overall Success (How did it work?):

Generally successful in receiving faculty support

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Some of the faculty felt that their methodology was more effective than module utilization because the modules kept directing the student to an on-site application which was not always feasible in the pre-service program

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Recommend that actual experiences be used where appropriate and balance be simulated. Need additional simulation ideas.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 4 (What was the problem?):

Convene faculty to establish modules' grading policy.

Strategy Solutions Attempted (What did you do?):

Met with faculty to determine grading alternative

Summary of Overall Success (How did it work?):

Reached grading compromise

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Module completion a part of total course grade

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Discuss problem and jointly work toward solution to accommodate objectives

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 5 (What was the problem?):

Review and personalize the Center's new resource persons guide

Strategy Solutions Attempted (What did you do?):

Reviewed guide to become familiar with content

Summary of Overall Success (How did it work?):

Combined a talk on materials in guide with doing exercises to familiarize resource people

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Resource persons desire for more resources than available at the time

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Orientation meeting necessary to review Resource Persons Guide and clarify how we use PBTE in our program.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 6 (What was the problem?):

Stress in faculty meetings that PBTE requires a greater amount of time in the beginning, but in the long run this time will be compensated.

Strategy Solutions Attempted (What did you do?):

Meetings on PBTE

Summary of Overall Success (How did it work?):

Faculty feel it takes more time using PBTE, but objectives are achieved in greater depth

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Don't tell faculty it will be compensated in the end

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 7 (What was the problem?):

Coordinate a hands-on-experience to compliment the students' guide implementation

Strategy Solutions Attempted (What did you do?):

Begin class sessions and establish basic groundwork prior to beginning with student guide implementation exercises

Summary of Overall Success (How did it work?):

Work satisfactorily

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Students need introduction to PBTE

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Work closely with students on initial modules

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 8 (What was the problem?):

Have a special meeting with the faculty to determine how many modules equate each specific course. Use the implementation guide to assist in this decision making process.

Strategy Solutions Attempted (What did you do?):

Met with faculty to review number of modules for each course and additional resources needed.

Summary of Overall Success (How did it work?):

Reached agreement with faculty

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Variation in individual faculty perception

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Keep faculty communication lines open with constant dialogue, feedback, and assurance that if PBTE doesn't work for them, there are other alternatives.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 9 (What was the problem?):

Set up faculty committees to study additional available resources for each module.

Strategy Solutions Attempted (What did you do?):

Met with faculty to review number of modules for each course and additional resources needed

Summary of Overall Success (How did it work?):

Reached agreement with faculty

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Variation in individual faculty perception

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Keep faculty communication lines open with constant dialogue, feedback, and assurance that if PBTE doesn't work for them, there are other alternatives.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 10 (What was the problem?):

Explore with the registrar alternative ways for reporting grades.

Strategy Solutions Attempted (What did you do?):

Discussed and presented solutions

Summary of Overall Success (How did it work?):
No new alternative adopted

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

In flexibility of system and no solution presented better than current operation

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

If you don't have a better solution, maintain current system until a better method is found.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 11 (What was the problem?):

Meet with BOCES's professional staff (in the test pilot regions) to acquaint them with PBTE and explore the financial resources that they might commit for more effective implementation of PBTE at their sites.

Strategy Solutions Attempted (What did you do?):

Selected BOCES staff have been sought as resource persons to gain commitment

Summary of Overall Success (How did it work?):

It is slowly working as we utilize different personnel each semester

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Time and logistics to meet with all directors

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Develop a plan and proceed accordingly

171

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 12 (What was the problem?):

Assemble the policies made to implement PBTE in a looseleaf notebook that allows updating.

Strategy Solutions Attempted (What did you do?):

Collect department discussion items relating to PBTE

Summary of Overall Success (How did it work?):

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

PBTE policies not always recognizable because regular policy modified to accommodate

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Don't think that PBTE policies are unique. Begin with college policies and seek modification to accommodate PBTE where necessary

__Directions__: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond __fully__, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 13 (What was the problem?):

Utilize consultants from the Center to expand PBTE by training more resource persons.

Postponed until June

Strategy Solutions Attempted (What did you do?):

Summary of Overall Success (How did it work?):

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

173

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 14 (What was the problem?):

Utilize other available consultants to debut PBTE in field sites.

Postponed until June

Strategy Solutions Attempted (What did you do?):

Summary of Overall Success (How did it work?):

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 15 (What was the problem?):

Review test pilot sites' involvement by determining the:

a. number of students participating in PBTE.
b. amount of time the students have available for professional development.
c. other signs of commitment on the part of the students and participating schools.

Strategy Solutions Attempted (What did you do?):

Approximately 60% of students at each site involved in PBTE by department scheduling of courses that coincide with student need and professional development time available

Summary of Overall Success (How did it work?):

Very effective with a warm reception for PBTE by students and participating schools

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Beginning students need a greater orientation period to PBTE to enable them to adjust to modularization and feel comfortable

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

STATUS STUDIES

Each of the PBTE Leadership Sites was asked to complete two status study reports during the past year--one documenting their implementation status as of September 1977, and one documenting their implementation status as of May 1978. Documentation was accomplished in both cases by ranking status on each of 59 implementation factors using a seven-point scale (e.g., 1-Not at all, 4-To some extent, 7-To a great extent). The 59 factors were grouped into eight sections, as follows:

A. Support Policies

B. Management Policies

C. Staffing

D. Physical Facilites

E. Operational Procedures

F. Specification of Competencies

G. Delivery System

H. Student Assessment

After ranking the items in each section using the seven-point scale, site personnel were asked to provide additional information relative to the topic in narrative form. However, these narrative descriptions have not been included in this particular document because it was felt that, in the interests of usability, the status studies should be brief.

Thus, what follows is a summary of the two status studies completed by one of the Leadership Sites. Each of the 59 items is listed and, beside each item, the rankings given to that item by the site both in September and in May are given for purposes of comparison.

STATUS STUDY RATINGS

September 1977 and May 1978

	9-77	5-78
A. Support Policies		
1. The administration accepts the basic principles and practices of PBTE. (1-Not at all to 7-To a great extent)	7	7
2. The administrative structure of the institution facilitates achievement of PBTE program objectives. (1-Not at all to 7-To a great extent)	7	7
3. Administrative policies and decisions are examined and modified to meet the unique needs of the PBTE program. (1-Not at all to 7-Very often)	7	7
4. The institution's administration works cooperatively with administration of other institutions and education agencies in the organization and management of the PBTE program. (1-No coordination to 7-Extensive coordination)	7	7
5. Sufficient additional resources of personnel, materials, and funds required for start-up and maintenance of the PBTE program are provided. (1-Insufficient resources to 7-Sufficient resources)	7	7
6. The faculty reward system (salary, promotion, tenure, etc.) recognizes the unique contributions of the individuals involved in the PBTE program. (1-Not recognized to 7-Highly recognized)	7	7
7. Faculty load assignments have been formulated to take into account the unique demands of the PBTE program. (1-Not at all to 7-To a great extent)	7	7
8. A recognized policy-making body governs the program. (1-No input to 7-Extensive input)	7	7
B. Management Policies		
9. Grading policies and the awarding of credits are based on the achievement of teaching competencies rather than course completion. (-Not at all to 7-Totally)	4	4
10. Provision is made for students to make the transition from the conventional to the performance-based program without loss of credits or time. (1-Not at all to 7-To a great extent)	7	7
11. Reporting of student professional preparation to prospective employers and other institutions is based on teaching competencies. (1-Not at all to 7-To a great extent)	4	4
12. Program outcomes are systematically evaluated against the principles and philosophy of PBTE and the program is refined on the basis of feedback. (1-No use of feedback to 7-Extensive use of feedback)	7	7

C. Staffing	9-77	5-78
13. The instructional and support staffs are committed to the principles and practices of the PBTE program. (1-No commitment to 7-Very committed)	7	7
14. The instructional staff have been trained to serve effectively in their appropriate roles in the PBTE program. (1-No training to 7-Extensive training)	6	6
15. Students are provided with orientation to the principles and practices of performance-based education. (1-No orientation to 7-Extensive orientation)	5	6
16. Resource persons hold conferences with learners for purpose of reviewing progress, counseling, and reassessing the learner's program. (1-Not at all to 7-very often)	7	7
17. Resource persons are available in the actual school situation to supervise students and evaluate their work toward achievement of competencies. (1-Not available to 7-Always available)	5	6
18. Aides are available to assist students in their use of the resource center and its equipment. (1-Not at all to 7-Very often)	4	5
19. Resource persons supplement the instructional modules with up-to-date and situation-specific instructional materials. (1-Not at all to 7-Very often)	7	7
20. An ongoing inservice program is provided to resource persons. (1-No program to 7-Extensive program)	5	5
D. Physical Facilities		
21. A resource center is available to students for individual or group study. (1-Inadequate to 7-Fully adequate)	5	5
22. Videotape recording and playback equipment is available for taping and viewing teaching performance. (1-Inadequate to 7-Fully adequate)	7	7
23. Standard instructional media equipment (audio recorders, overhead projectors, etc.) are readily available to students as they work to achieve competencies. (1-Inadequate to 7-Fully adequate)	7	7
24. Learning facilities are available for student use at convenient times in the day and evening. (1-Unavailable to 7-Adequately available)	7	7
25. Resource materials referenced in the instructional modules are available for student use. (1-None to 7-All)	5	6
26. Financial resources are available to continually update materials and equipment in the resource center. (1-None to 7-Sufficient)	6	6
27. Seminar rooms, classrooms, and practice teaching rooms are available. (1-Less than adequate to 7-Fully adequate)	6	6

	9-77	5-78
28. Office space is provided for resource persons that is convenient and accessible to students who are in need of assistance. (1-None to 7-More than adequate)	7	7
E. Operational Procedures		
29. Existing management procedures have been reviewed to determine their appropriateness to the PBTE program. (1-No review to 7-Extensive review)	7	7
30. An explicit statement or handbook of program management policies exists. (1-No written policies to 7-Extensive written policies)	5	6
31. There is articulation between the components of the teacher education program that are performance-based, and those components operated in a conventional mode. (1-No articulation to 7-Extensive articulation)	5	6
32. There is articulation between campus educational activities and field-experience activities. (1-No articulation to 7-Extensive articulation)	7	7
33. The management system makes provision for different students to be at a variety of points of development at the same time. (1-No provision to 7-Adequate provision)	7	7
34. The purchase and distribution of instructional modules have been organized into businesslike procedures. (1-No organization to 7-Extensive organization)	7	7
35. Students can determine their status in the teacher preparation program. (1-At limited times to 7-At any time)	7	7
36. Needed instructional resource materials are made available to learners who are inservice teachers not working on campus. (1-Not at all to 7-To a great extent)	7	7
F. Specification of Competencies		
37. A rationale, and basis for competency selection, has been written. (1-None to 7-Complete)	7	7
38. A required core of teacher competencies has been identified for the preservice teacher education program, based on research studies or formal professional review. (1-None to 7-Fully developed)	7	7
39. A required core of teacher competencies has been identified for the inservice and/or graduate program. (1-None to 7-Fully developed)	7	7
40. A series of competencies considered "survival skills" for teachers entering the profession directly from business and industry has been identified. (1-None to 7-Fully developed)	4	4

	9-77	5-78
41. Groups of desirable optional competencies have been identified for each of the preservice, inservice, and graduate programs. (1-None to 7-Fully developed)	7	7
42. Opportunity is afforded for students to present evidence of personal competence in any of the required or optional teaching competencies. Students are only required to complete modules in which they are not already competent. (1-Not at all to 7-To a great extent)	6	6
43. Learners' personal career goals, abilities, and learning styles are taken into consideration as students' individual professional training programs are developed. (1-Not at all to 7-To a great extent)	7	7
44. The required and optional competencies, along with the criteria for acceptable performance, are made public in advance of instruction. (1-Not at all to 7-To a great extent)	7	7
G. Delivery System		
45. Opportunity is provided for learners to use a variety of learning styles. (1-Not at all to 7-To a great extent)	7	7
46. Alternate learning activities are provided for special needs. (1-Not at all to 7-To a great extent)	6	6
47. Learners may achieve competencies at a rate compatible with their abilities and characteristics. (1-No flexibility to 7-Extensive Flexibility)	7	7
48. Provision is made for learners to meet in seminars or other group settings in order to promote interaction and share experiences. (1-No interaction to 7-Frequent interaction)	7	7
49. Faculty utilize the performance-based approach in their own teaching. (1-Not at all to 7-To a great extent)	6	7
50. Learning experiences are devised to augment or replace those in the instructional modules where necessary. (1-Not at all to 7-Very often)	7	7
51. Resource persons qualified in a variety of instructional areas are available to assist learners as they complete module learning activities. (1-Not at all to 7-To a great extent)	7	7
H. Student Assessment		
52. Assessment of student performance takes place in an actual school situation. (1-Not at all to 7-Very often)	5	5

	9-77	5-78
53. The Teacher Performance Assessment Form as included in each module is used as the basic evaluation instrument. (1-Not used to 7-Used as is)	7	7
54. Within the program, agreement has been reached as to the meaning and determination of the levels of performance on the TPAF rating scale.	7	7
55. Final assessment of teacher performance is done by a qualified and trained resource person. (1-Not qualified to 7-Highly qualified)	7	7
56. The teacher-in-training may negotiate the time and conditions under which the assessment of final performance takes place. (1-Not at all to 7-To a great extent)	4	5
57. The teacher is informed of the results of performance assessments and is counseled as to any remedial activities that are needed. (1-Not at all to 7-Very often)	7	7
58. Results of assessment procedures become a part of the teacher's permanent records. (1-Not at all to 7-Fully)	5	5
59. Data on final assessment results of students are utilized as a basis for program improvement. (1-Not at all to 7-To a great extent)	7	7

UTAH STATE UNIVERSITY

Case Study

Status Study Ratings
September 1977 and May 1978

CASE STUDY

At the end of April 1978, each of the five Leadership Sites (Temple University, State University College at Utica/Rome, University of Rhode Island, Utah State University, and Purdue University) was asked to complete a "PBTE Leadership Site Case Study" form. When completed, the form would provide participants at the June PBTE dissemination workshop with a brief overview of each site's educational setting, its overall involvement in implementing PBTE as of September 1977, and its implementation activities during this past year. Included in each case study is a list of the problem areas which the site chose to address during the 1977-78 academic year and, for each problem area addressed, there is a description of strategy solutions attempted, problems encountered, solutions applied, and recommendations for others addressing similar problems.

The following is the completed case study for one of the Leadership Sites.

PBTE LEADERSHIP SITE
CASE STUDY

Name of Institution Utah State University

SETTING DESCRIPTION (as of September, 1977)

Administrative Organization of Vocational Teacher Education

Cooperative arrangements worked out between four departments, administered in four different colleges, none of them in the College of Education. Discussion and sharing of material with Departments of Buisness Education and Office Administration, Agricultural Education, Home Economics Education and Industrial and Technical Education.

Number of Vocational Teachers in Training:

	Totals		Numbers in PBTE Programs	
	Preservice	Inservice	Preservice	Inservice
Agricultural Education	50	98	50	--
Business and Office Education	126	105	126	37
Distributive Education	--	--	--	--
Health Occupations Education	0	55	0	45
Home Economics Education	170	262	--	--
Industrial Arts Education	75	50	30	26
Technical Education	--	--	--	--
Trade and Industrial Education	2	350	2	150

Number of Vocational Teacher Educators 20

Number of Vocational Teacher Educators Involved in PBTE 14

Type(s) of PBTE Program Implementation (check all that applied; if more than one type applied, use the space provided to describe briefly in writing the program or service area to which each applied):

Fully Individualized, Field-Based PBTE Program (five essential characteristics of PBTE programs are present)		
Blending Approach (performance-based modules are incorporated into existing teacher education courses)	✓	Business, T & I, Ag., H.E., I.A.
Course Substitution or Course Translation (professional sequence courses are converted to series of modularized learning experiences)	✓	Business, T & I
Alternate Parallel Program (the PBTE program operates alongside the regular program)		

Priority PBTE Implementation Problems Chosen to Address During the 1977-1978 Academic Year.

1. All departments of vocational education will be significantly involved with PBTE modules in preservice programs.

2. Inservice programs will be provided for all vocational disciplines utilizing PBTE modules.

3. A curriculum will be developed for all teachers coming directly from industry that will provide them with competent teaching skills and a basic philosophy of vocational education.

4. A positive impact of PBTE will be established in the College of Education departments, programs, policies and organization.

5. A statewide program of inservice training will be established for adjunct resource persons.

6. Vocational certification will be firmly established with PBTE preservice and inservice programs.

7. Utah State University's vocational education will stand as a center for PBTE training and program development for Region VIII.

8. Change University grading and FTE policies to embrace the flexibility of PBTE programs.

9. A resource center will be established with sufficient financial support to maintain adequate equipment and materials.

10.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 1 (What was the problem?):

All departments of vocational education will be significantly involved with PBTE modules in preservice program.

Strategy Solutions Attempted (What did you do?):

Tried to set up an interdepartmental committee to coordinate and expand efforts.

Tried to gain more utilization of modules in individual departments (Industrial Education and Business and Office Administration).

Summary of Overall Success (How did it work?):

Interdepartmental committee failed to materialize.
Industrial Education and Business and Office Administration departments used more modules in three more courses.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Problem in getting individual staff members in several departments to accept an overall emphasis of PBTE in interdepartmental programs.
Best solution was to keep on promoting and using modules to set example.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Use modules in any configuration, blending, course substitution or course translation.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 2 (What was the problem?):

Inservice programs will be provided for all vocational disciplines utilizing PBTE modules.

Strategy Solutions Attempted (What did you do?):

Interdepartmental committee.
Increased individual staff commitment.

Summary of Overall Success (How did it work?):

Same as in Problem #1.
Committee failed - individuals increased interest and usage.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

(See #1)

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

(See #1)

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 3 (What was the problem?):

A curriculum will be developed for all teachers coming directly from industry that will provide them with competent teaching skills and a basic philosophy of vocational education.

Strategy Solutions Attempted (What did you do?):

Trades and industry outline for certification prepared and presented to T & I specialist.

Health Occupations Specialist and two elected officers from that section oriented to PBTE.

Summary of Overall Success (How did it work?):

Accepted for T & I especially for rural areas.

In process with Health Occupations resistance from representation in field but accepted to the degree of understanding possible with the specialist. Workshops held for mine safety personnel from Anaconda Copper.

Proposal made and accepted to use PBTE approach for State Barber's examination credit in methods.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Broaden one's frame of reference to all of teacher education to allow representatives of each service area to interpret and be included in the PBTE program.

__Directions__: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond __fully__, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # __4__ (What was the problem?):

A positive impact of PBTE will be established in the College of Education departments, programs, policies and organization (more visibility).

Strategy Solutions Attempted (What did you do?):

Presentation of PBTE materials to University Teacher Education Council.

Meeting with Dean, Sec. Education Department Head and Assoc. Dean.

Summary of Overall Success (How did it work?):

Good reception, good reports.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

No follow up to gain from first presentations. Need more time and effort to get influential persons to accept vocationally oriented PBTE modules in other classes such as secondary education. Simply need more time and commitment to try to promote effort.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Better long range strategy.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked #5 (What was the problem?):

A statewide program of inservice training will be established for adjunct resource persons.

Strategy Solutions Attempted (What did you do?):

No realistic strategies developed.

Summary of Overall Success (How did it work?):

Need for criteria for selection of adjunct resource persons accepted and some plan for training them.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Many persons want the job without training and the work.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Get more money, staff time, effort to develop program. Get information on plan as Temple University has developed it.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 6 (What was the problem?):

Vocational Certification will be firmly established with PBTE preservice and inservice programs.

Strategy Solutions Attempted (What did you do?):

Program for certification of vocational directors or supervisory personnel started utilizing PBTE modules.

Summary of Overall Success (How did it work?):

Good as far as Dr. Parker has been able to pursue it.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

State Certification accepted?

Interdepartmental coordination?

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 7 (What was the problem?):

Utah State University's vocational education will stand as a center for PBTE training and program development for Region VIII.

Strategy Solutions Attempted (What did you do?):

No action.

Summary of Overall Success (How did it work?):

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 8 (What was the problem?):

Change University's grading and FTE policies to embrace the flexibility of PBTE programs.

Strategy Solutions Attempted (What did you do?):

Get other staff members to accept final grade for PBTE while out doing student teaching.

Summary of Overall Success (How did it work?):

Successful, depending on ability of individual staff members in getting cooperation from other student teaching supervisors. Successful with Dr. Parker, not used with Industrial Education.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

FTE adjustments not made as well as student teaching supervision.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Go all the way. Performance based is just that. Stopping short of evaluation in action limits if not eliminate PBTE.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked #9 (What was the problem?):

A resource center will be established with sufficient financial support to maintain adequate equipment and materials.

Strategy Solutions Attempted (What did you do?):

Three centers identified in Industrial Education, Business and Office Administration and the University Library.

Summary of Overall Success (How did it work?):

All are functioning well.

Grant was secured for the university center and an array of modules secured.

Industrial Education has revolving fund to supply and purchase modules as individuals need them.

Audio visual and resource personnel are readily available in all three centers.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

STATUS STUDIES

Each of the PBTE Leadership Sites was asked to complete two status study reports during the past year--one documenting their implementation status as of September 1977, and one documenting their implementation status as of May 1978. Documentation was accomplished in both cases by ranking status on each of 59 implementation factors using a seven-point scale (e.g., 1-Not at all, 4-To some extent, 7-To a great extent). The 59 factors were grouped into eight sections, as follows:

A. Support Policies
B. Management Policies
C. Staffing
D. Physical Facilites
E. Operational Procedures
F. Specification of Competencies
G. Delivery System
H. Student Assessment

After ranking the items in each section using the seven-point scale, site personnel were asked to provide additional information relative to the topic in narrative form. However, these narrative descriptions have not been included in this particular document because it was felt that, in the interests of usability, the status studies should be brief.

Thus, what follows is a summary of the two status studies completed by one of the Leadership Sites. Each of the 59 items is listed and, beside each item, the rankings given to that item by the site both in September and in May are given for purposes of comparison.

195

STATUS STUDY RATINGS

September 1977 and May 1978

A. Support Policies

	9-77	5-78
1. The administration accepts the basic principles and practices of PBTE. (1-Not at all to 7-To a great extent)	4	4
2. The administrative structure of the institution facilitates achievement of PBTE program objectives. (1-Not at all to 7-To a great extent)	2	5
3. Administrative policies and decisions are examined and modified to meet the unique needs of the PBTE program. (1-Not at all to 7-Very often)	2	3
4. The institution's administration works cooperatively with administration of other institutions and education agencies in the organization and management of the PBTE program. (1-No coordination to 7-Extensive coordination)	2	3
5. Sufficient additional resources of personnel, materials, and funds required for start-up and maintenance of the PBTE program are provided. (1-Insufficient resources to 7-Sufficient resources)	3	5
6. The faculty reward system (salary, promotion, tenure, etc.) recognizes the unique contributions of the individuals involved in the PBTE program. (1-Not recognized to 7-Highly recognized)	4	2
7. Faculty load assignments have been formulated to take into account the unique demands of the PBTE program. (1-Not at all to 7-To a great extent)	2	2
8. A recognized policy-making body governs the program. (1-No input to 7-Extensive input)	1	2

B. Management Policies

9. Grading policies and the awarding of credits are based on the achievement of teaching competencies rather than course completion. (-Not at all to 7-Totally)	4	5
10. Provision is made for students to make the transition from the conventional to the performance-based program without loss of credits or time. (1-Not at all to 7-To a great extent)	5	5
11. Reporting of student professional preparation to prospective employers and other institutions is based on teaching competencies. (1-Not at all to 7-To a great extent)	1	2
12. Program outcomes are systematically evaluated against the principles and philosophy of PBTE and the program is refined on the basis of feedback. (1-No use of feedback to 7-Extensive use of feedback)	3	2

C. Staffing

	9-77	5-78
13. The instructional and support staffs are committed to the principles and practices of the PBTE program. (1-No commitment to 7-Very committed)	4	4
14. The instructional staff have been trained to serve effectively in their appropriate roles in the PBTE program. (1-No training to 7-Extensive training)	3	3
15. Students are provided with orientation to the principles and practices of performance-based education. (1-No orientation to 7-Extensive orientation)	4	4
16. Resource persons hold conferences with learners for purpose of reviewing progress, counseling, and reassessing the learner's program. (1-Not at all to 7-very often)	5	4
17. Resource persons are available in the actual school situation to supervise students and evaluate their work toward achievement of competencies. (1-Not available to 7-Always available)	4	5
18. Aides are available to assist students in their use of the resource center and its equipment. (1-Not at all to 7-Very often)	3	3
19. Resource persons supplement the instructional modules with up-to-date and situation-specific instructional materials. (1-Not at all to 7-Very often)	5	4
20. An ongoing inservice program is provided to resource persons. (1-No program to 7-Extensive program)	2	2

D. Physical Facilities

	9-77	5-78
21. A resource center is available to students for individual or group study. (1-Inadequate to 7-Fully adequate)	5	6
22. Videotape recording and playback equipment is available for taping and viewing teaching performance. (1-Inadequate to 7-Fully adequate)	7	6
23. Standard instructional media equipment (audio recorders, overhead projectors, etc.) are readily available to students as they work to achieve competencies. (1-Inadequate to 7-Fully adequate)	6	7
24. Learning facilities are available for student use at convenient times in the day and evening. (1-Unavailable to 7-Adequately available)	6	6
25. Resource materials referenced in the instructional modules are available for student use. (1-None to 7-All)	4	4
26. Financial resources are available to continually update materials and equipment in the resource center. (1-None to 7-Sufficient)	3	3
27. Seminar rooms, classrooms, and practice teaching rooms are available. (1-Less than adequate to 7-Fully adequate)	6	5

	9-77	5-78
28. Office space is provided for resource persons that is convenient and accessible to students who are in need of assistance. (1-None to 7-More than adequate)	7	5
E. Operational Procedures		
29. Existing management procedures have been reviewed to determine their appropriateness to the PBTE program. (1-No review to 7-Extensive review)	3	1
30. An explicit statement or handbook of program management policies exists. (1-No written policies to 7-Extensive written policies)	1	1
31. There is articulation between the components of the teacher education program that are performance-based, and those components operated in a conventional mode. (1-No articulation to 7-Extensive articulation)	4	3
32. There is articulation between campus educational activities and field-experience activities. (1-No articulation to 7-Extensive articulation)	3	4
33. The management system makes provision for different students to be at a variety of points of development at the same time. (1-No provision to 7-Adequate provision)	3	4
34. The purchase and distribution of instructional modules have been organized into businesslike procedures. (1-No organization to 7-Extensive organization)	5	6
35. Students can determine their status in the teacher preparation program. (1-At limited times to 7-At any time)	5	4
36. Needed instructional resource materials are made available to learners who are inservice teachers not working on campus. (1-Not at all to 7-To a great extent)	2	3
F. Specification of Competencies		
37. A rationale, and basis for competency selection, has been written. (1-None to 7-Complete)	1	1
38. A required core of teacher competencies has been identified for the preservice teacher education program, based on research studies or formal professional review. (1-None to 7-Fully developed)	4	3
39. A required core of teacher competencies has been identified for the inservice and/or graduate program. (1-None to 7-Fully developed)	4	5
40. A series of competencies considered "survival skills" for teachers entering the profession directly from business and industry has been identified. (1-None to 7-Fully developed)	4	3

	9-77	5-78
41. Groups of desirable optional competencies have been identified for each of the preservice, inservice, and graduate programs. (1-None to 7-Fully developed)	2	3
42. Opportunity is afforded for students to present evidence of personal competence in any of the required or optional teaching competencies. Students are only required to complete modules in which they are not already competent. (1-Not at all to 7-To a great extent)	5	4
43. Learners' personal career goals, abilities, and learning styles are taken into consideration as students' individual professional training programs are developed. (1-Not at all to 7-To a great extent)	4	4
44. The required and optional competencies, along with the criteria for acceptable performance, are made public in advance of instruction. (1-Not at all to 7-To a great extent)	5	3
G. Delivery System		
45. Opportunity is provided for learners to use a variety of learning styles. (1-Not at all to 7-To a great extent)	6	5
46. Alternate learning activities are provided for special needs. (1-Not at all to 7-To a great extent)	5	3
47. Learners may achieve competencies at a rate compatible with their abilities and characteristics. (1-No flexibility to 7-Extensive Flexibility)	6	4
48. Provision is made for learners to meet in seminars or other group settings in order to promote interaction and share experiences. (1-No interaction to 7-Frequent interaction)	5	3
49. Faculty utilize the performance-based approach in their own teaching. (1-Not at all to 7-To a great extent)	5	5
50. Learning experiences are devised to augment or replace those in the instructional modules where necessary. (1-Not at all to 7-Very often)	3	3
51. Resource persons qualified in a variety of instructional areas are available to assist learners as they complete module learning activities. (1-Not at all to 7-To a great extent)	3	4
H. Student Assessment		
52. Assessment of student performance takes place in an actual school situation. (1-Not at all to 7-Very often)	3	4

	9-77	5-78
53. The Teacher Performance Assessment Form as included in each module is used as the basic evaluation instrument. (1-Not used to 7-Used as is)	7	6
54. Within the program, agreement has been reached as to the meaning and determination of the levels of performance on the TPAF rating scale.	5	3
55. Final assessment of teacher performance is done by a qualified and trained resource person. (1-Not qualified to 7-Highly qualified)	6	6
56. The teacher-in-training may negotiate the time and conditions under which the assessment of final performance takes place. (1-Not at all to 7-To a great extent)	5	6
57. The teacher is informed of the results of performance assessments and is counseled as to any remedial activities that are needed. (1-Not at all to 7-Very often)	7	6
58. Results of assessment procedures become a part of the teacher's permanent records. (1-Not at all to 7-Fully)	6	6
59. Data on final assessment results of students are utilized as a basis for program improvement. (1-Not at all to 7-To a great extent)	4	4

TEMPLE UNIVERSITY

Case Study

Status Study Ratings
September 1977 and May 1978

CASE STUDY

At the end of April 1978, each of the five Leadership Sites (Temple University, State University College at Utica/Rome, University of Rhode Island, Utah State University, and Purdue University) was asked to complete a "PBTE Leadership Site Case Study" form. When completed, the form would provide participants at the June PBTE dissemination workshop with a brief overview of each site's educational setting, its overall involvement in implementing PBTE as of September 1977, and its implementation activities during this past year. Included in each case study is a list of the problem areas which the site chose to address during the 1977-78 academic year and, for each problem area addressed, there is a description of strategy solutions attempted, problems encountered, solutions applied, and recommendations for others addressing similar problems.

The following is the completed case study for one of the Leadership Sites.

PBTE LEADERSHIP SITE
CASE STUDY

Name of Institution Temple University

SETTING DESCRIPTION (as of September, 1977)

Administrative Organization of Vocational Teacher Education

The Department of Vocational Education, College of Education, Temple University is administered by a Department Chairman having budgetary responsibility to the Dean and the Bureau of Vocational Education, Pennsylvania Department of Education. Programs within the department administered by Coordinators and projects by Directors.

Number of Vocational Teachers in Training:

	Totals		Numbers in PBTE Programs	
Common Program	Preservice	Inservice	Preservice	Inservice
Agricultural Education				
Business and Office Education	53		7	
Distributive Education	45		0	
Health Occupations Education				
Home Economics Education				
Industrial Arts Education	50		0	
Technical Education				
Trade and Industrial Education	70		150	
*Leadership Personnel (Life)	0		150	
*Teachers of Co-op	50		25	

Number of Vocational Teacher Educators 30

Number of Vocational Teacher Educators Involved in PBTE 21

Type(s) of PBTE Program Implementation (check all that applied; if more than one type applied, use the space provided to describe briefly in writing the program or service area to which each applied):

Fully Individualized, Field-Based PBTE Program 200
(five essential characteristics of PBTE programs are present) VITAL, Life, Pre-service (all service areas)

Blending Approach 220
(performance-based modules are incorporated into existing teacher education courses)
B.E. Stud. Teach., I.E. Stud. Teach., Co-op Coordinator, Life

Course Substitution or Course Translation 0
(professional sequence courses are converted to series of modularized learning experiences)

Alternate Parallel Program 190
(the PBTE program operates alongside the regular program)

Priority PBTE Implementation Problems Chosen to Address During the 1977-1978 Academic Year.

1. The lack of involvement in and commitment to PBTE on the part of the Senior Staff.

2. The fact that the proposed new plan for funding Vocational Teacher Education in Pennsylvania did not make funding provisions for a PBTE program to serve the needs of our clients moving from provisional to permanent certification.

3. The fact that it has been difficult to appropriately mesh our PBTE efforts to serve our clients at different levels of preparation; i.e., teacher, co-op teacher, supervisor, administrator.

4. The inadequacy of incentives to get each staffing level and position filled with competent individuals.

5. The variability in performance between and among staff members at each staffing level.

6. The field staff turnover rate.

7.

8.

9.

10.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 1 (What was the problem?):

The lack of involvement in and commitment to PBTE on the part of the Senior Staff.

Strategy Solutions Attempted (What did you do?):

Fourteen actions were planned to at least partially solve this problem. For instance, we would get certain members of the staff involved in certain program activities that did not demand a high knowledge of PBTE nor a great commitment to it. It was agreed that any spark of interest found would be "fanned" and that we would attempt to "educate" our dean to recognize the promotion-tenure value of PBTE.

Summary of Overall Success (How did it work?):

I have not observed any significant progress in the senior staff's commitment to PBTE but an increase in PBTE activity (involvement) has taken place. This I attribute to the favor one finds at the state level when he directs his energies toward PBTE; "Money comes to those who play by the rules."

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

The greatest problem to deal with is the staff's fear of PBTE. They see it as a threat to their jobs and their lack of ability in areas yet to be developed cause them to attack their enemy whenever possible. Having understanding has done more to promote their involvement than all other strategies attempted.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Have patience but push on. Don't wait for everyone else to become committed and involved; "Do your thing!" But do what is essential to provide the best service possible to meet the needs of clients.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 2 (What was the problem?):

The fact that the proposed new plan for funding vocational teacher education in PA did not make funding provisions for a PBTE program to serve the needs of our clients moving from provisional to permanent certification.

Strategy Solutions Attempted (What did you do?):

A project to pilot test a program for such clients was funded for the 1977-1978 fiscal year. Thirty vocational teachers from all service areas were selected to participate in the program. Since the project was funded and it has proven to be a very successful PBTE program, I feel the state should encourage its continuance. I believe that those who participated in the program will demand its continuance.

Summary of Overall Success (How did it work?):

The participants, our advisory committee, and local school administrators consider individualized instruction to improve the teaching skills of "new" teachers essential. They felt that the project offered what "new" teachers needed and that such an approach should be continued.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

None - This PBTE program is a natural.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Since our job is to serve the needs of our clients, our clients must express their needs. I feel that the program met recognized needs and, if this is so, those who must make a decision as to its continuance should hear from those who stand to benefit from the program. We should simply wait and see.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 3 (What was the problem?):

The fact that it has been difficult to appropriately mesh our PBTE efforts to serve our clients at different levels of preparation; i.e., teacher, co-op teacher, supervisor, administrator.

Strategy Solutions Attempted (What did you do?):

We are now using a common staff to serve all teachers in our PBTE programs that center on teaching and the role of the teacher of cooperative education. Some members of our staff are also in our performance-based leadership program (supervisor-administrator). In being members of our Junior Staff, they develop many of the supervisory and administrative skills they must develop in the leadership program; this is desirable.

Summary of Overall Success (How did it work?):

I believe that serving as a member of the staff in our PBTE program for teachers is an excellent opportunity to develop leadership skills. However, the specific skills that must be developed through such an experience have not yet been specified. We have much ahead of us in this area to accomplish.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

At this point in time, the competencies needed by leaders in vocational education are just being defined. The criteria to apply and standards to use must still be explicated. Obviously, few "packets" have been developed that would be useful in a PBTE program.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

Pennsylvania is now operating to obtain agreement across all teacher education institutions as to the competencies to be included in a leadership program and the criteria and standards to apply. Further, Pennsylvania is seeking to enter into a consortium agreement with other states to start the development of materials (packages) to prepare vocational leaders.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 4 (What was the problem?):

The inadequacy of incentives to get each staffing level and position filled with competent individuals.

Strategy Solutions Attempted (What did you do?):

We continued to be supportive to the senior staff and "fan" any interest in PBTE found. Some of those on this staff are now beginning to write projects in PBTE which will help them learn more about PBTE. We try to help them in this effort. We conduct periodic courses and workshops to attract master teacher types into training sessions for resource persons. They can obtain academic credit for such activities and partial tuition remission if they function as a resident resource person.

Summary of Overall Success (How did it work?):

Slowly - "ever so slowly" - the senior staff is getting active in PBTE because of the effect directing a PBTE project could have on their eventual promotion, tenure, or merit award. We continue to have master teacher types engage in PBTE oriented learning activities.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

The Bureau of Vocational Education is paving the way in helping us with the incentive problem. However, we are not getting much help at the College level. I feel that only time and number of credits being produced in our department will influence our college in this area.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?);

Having the backing of our state officials is helping greatly in this problem area. We must, however, continue to train whoever we get rather than expect competent persons - make competent staff out of what's available to us.

Directions: Complete one of these sheets for each of the implementation problems you addressed during the last year. Please respond fully, but briefly, and try to limit each response to the space provided.

Implementation Problem Attacked # 5 (What was the problem?):

The field staff turnover rate.

Strategy Solutions Attempted (What did you do?):

We have been attempting over the years since we began (1973) in the PBTE arena, to get our field staff on the college budget and eventually into the tenure track. In so doing, they would have the same benefits and security as the senior staff.

Summary of Overall Success (How did it work?):

We did get some of them partially on the college budget and they have gained certain benefits enjoyed by the senior staff. However, with the tightening of the college budget and our participation in it, we have found it necessary to move the field staff off the college budget onto the base funding coming to us from the Bureau of Vocational Education.

Problems Encountered/Solutions Applied (Did anything go wrong and how did you handle it?):

It is difficult to get anyone, senior or junior staff, onto the college budget in these days of financial crisis within the University. The college is attempting to move people off its budget so that the cost of the college operation can be reduced. Therefore, the field staff members will not stay with us.

Analysis/Recommendations (On the basis of your experience, what advice would you give to someone faced with the same major implementation problem?):

It seems reasonable that the college will soon come to recognize the value of having a staff such as the field staff. Especially since they are not on the tenure track. I believe that when they see the potential of having a large staff that can be reduced or expanded as needed, additional incentives for them will be provided.

STATUS STUDIES

Each of the PBTE Leadership Sites was asked to complete two status study reports during the past year--one documenting their implementation status as of September 1977, and one documenting their implementation status as of May 1978. Documentation was accomplished in both cases by ranking status on each of 59 implementation factors using a seven-point scale (e.g., 1-Not at all, 4-To some extent, 7-To a great extent). The 59 factors were grouped into eight sections, as follows:

A. Support Policies
B. Management Policies
C. Staffing
D. Physical Facilites
E. Operational Procedures
F. Specification of Competencies
G. Delivery System
H. Student Assessment

After ranking the items in each section using the seven-point scale, site personnel were asked to provide additional information relative to the topic in narrative form. However, these narrative descriptions have not been included in this particular document because it was felt that, in the interests of usability, the status studies should be brief.

Thus, what follows is a summary of the two status studies completed by one of the Leadership Sites. Each of the 59 items is listed and, beside each item, the rankings given to that item by the site both in September and in May are given for purposes of comparison.

STATUS STUDY RATINGS

September 1977 and May 1978

	9-77	5-78
A. Support Policies		
1. The administration accepts the basic principles and practices of PBTE. (1-Not at all to 7-To a great extent)	5	5
2. The administrative structure of the institution facilitates achievement of PBTE program objectives. (1-Not at all to 7-To a great extent)	5	5
3. Administrative policies and decisions are examined and modified to meet the unique needs of the PBTE program. (1-Not at all to 7-Very often)	3	3
4. The institution's administration works cooperatively with administration of other institutions and education agencies in the organization and management of the PBTE program. (1-No coordination to 7-Extensive coordination)	6	6
5. Sufficient additional resources of personnel, materials, and funds required for start-up and maintenance of the PBTE program are provided. (1-Insufficient resources to 7-Sufficient resources)	6	6
6. The faculty reward system (salary, promotion, tenure, etc.) recognizes the unique contributions of the individuals involved in the PBTE program. (1-Not recognized to 7-Highly recognized)	2	4
7. Faculty load assignments have been formulated to take into account the unique demands of the PBTE program. (1-Not at all to 7-To a great extent)	2	3
8. A recognized policy-making body governs the program. (1-No input to 7-Extensive input)	6	4
B. Management Policies		
9. Grading policies and the awarding of credits are based on the achievement of teaching competencies rather than course completion. (-Not at all to 7-Totally)	7	7
10. Provision is made for students to make the transition from the conventional to the performance-based program without loss of credits or time. (1-Not at all to 7-To a great extent)	7	7
11. Reporting of student professional preparation to prospective employers and other institutions is based on teaching competencies. (1-Not at all to 7-To a great extent)	6	6
12. Program outcomes are systematically evaluated against the principles and philosophy of PBTE and the program is refined on the basis of feedback. (1-No use of feedback to 7-Extensive use of feedback)	7	7

C. Staffing	9-77	5-78
13. The instructional and support staffs are committed to the principles and practices of the PBTE program. (1-No commitment to 7-Very committed)	4	5
14. The instructional staff have been trained to serve effectively in their appropriate roles in the PBTE program. (1-No training to 7-Extensive training)	6	6
15. Students are provided with orientation to the principles and practices of performance-based education. (1-No orientation to 7-Extensive orientation)	6	6
16. Resource persons hold conferences with learners for purpose of reviewing progress, counseling, and reassessing the learner's program. (1-Not at all to 7-very often)	7	7
17. Resource persons are available in the actual school situation to supervise students and evaluate their work toward achievement of competencies. (1-Not available to 7-Always available)	7	7
18. Aides are available to assist students in their use of the resource center and its equipment. (1-Not at all to 7-Very often)	7	7
19. Resource persons supplement the instructional modules with up-to-date and situation-specific instructional materials. (1-Not at all to 7-Very often)	6	6
20. An ongoing inservice program is provided to resource persons. (1-No program to 7-Extensive program)	7	7
D. Physical Facilities		
21. A resource center is available to students for individual or group study. (1-Inadequate to 7-Fully adequate)	7	7
22. Videotape recording and playback equipment is available for taping and viewing teaching performance. (1-Inadequate to 7-Fully adequate)	5	6
23. Standard instructional media equipment (audio recorders, overhead projectors, etc.) are readily available to students as they work to achieve competencies. (1-Inadequate to 7-Fully adequate)	7	7
24. Learning facilities are available for student use at convenient times in the day and evening. (1-Unavailable to 7-Adequately available)	7	7
25. Resource materials referenced in the instructional modules are available for student use. (1-None to 7-All)	5	5
26. Financial resources are available to continually update materials and equipment in the resource center. (1-None to 7-Sufficient)	7	7
27. Seminar rooms, classrooms, and practice teaching rooms are available. (1-Less than adequate to 7-Fully adequate)	7	7

	9-77	5-78
28. Office space is provided for resource persons that is convenient and accessible to students who are in need of assistance. (1-None to 7-More than adequate)	7	7
E. Operational Procedures		
29. Existing management procedures have been reviewed to determine their appropriateness to the PBTE program. (1-No review to 7-Extensive review)	7	7
30. An explicit statement or handbook of program management policies exists. (1-No written policies to 7-Extensive written policies)	6	7
31. There is articulation between the components of the teacher education program that are performance-based, and those components operated in a conventional mode. (1-No articulation to 7-Extensive articulation)	6	6
32. There is articulation between campus educational activities and field-experience activities. (1-No articulation to 7-Extensive articulation)	6	7
33. The management system makes provision for different students to be at a variety of points of development at the same time. (1-No provision to 7-Adequate provision)	7	7
34. The purchase and distribution of instructional modules have been organized into businesslike procedures. (1-No organization to 7-Extensive organization)	7	7
35. Students can determine their status in the teacher preparation program. (1-At limited times to 7-At any time)	7	7
36. Needed instructional resource materials are made available to learners who are inservice teachers not working on campus. (1-Not at all to 7-To a great extent)	7	7
F. Specification of Competencies		
37. A rationale, and basis for competency selection, has been written. (1-None to 7-Complete)	7	7
38. A required core of teacher competencies has been identified for the preservice teacher education program, based on research studies or formal professional review. (1-None to 7-Fully developed)	5	6
39. A required core of teacher competencies has been identified for the inservice and/or graduate program. (1-None to 7-Fully developed)	7	7
40. A series of competencies considered "survival skills" for teachers entering the profession directly from business and industry has been identified. (1-None to 7-Fully developed)	7	7

	9-77	5-78
41. Groups of desirable optional competencies have been identified for each of the preservice, inservice, and graduate programs. (1-None to 7-Fully developed)	5	6
42. Opportunity is afforded for students to present evidence of personal competence in any of the required or optional teaching competencies. Students are only required to complete modules in which they are not already competent. (1-Not at all to 7-To a great extent)	7	7
43. Learners' personal career goals, abilities, and learning styles are taken into consideration as students' individual professional training programs are developed. (1-Not at all to 7-To a great extent)	7	7
44. The required and optional competencies, along with the criteria for acceptable performance, are made public in advance of instruction. (1-Not at all to 7-To a great extent)	7	7

G. Delivery System

45. Opportunity is provided for learners to use a variety of learning styles. (1-Not at all to 7-To a great extent)	6	7
46. Alternate learning activities are provided for special needs. (1-Not at all to 7-To a great extent)	6	7
47. Learners may achieve competencies at a rate compatible with their abilities and characteristics. (1-No flexibility to 7-Extensive Flexibility)	7	7
48. Provision is made for learners to meet in seminars or other group settings in order to promote interaction and share experiences. (1-No interaction to 7-Frequent interaction)	7	7
49. Faculty utilize the performance-based approach in their own teaching. (1-Not at all to 7-To a great extent)	7	7
50. Learning experiences are devised to augment or replace those in the instructional modules where necessary. (1-Not at all to 7-Very often)	6	6
51. Resource persons qualified in a variety of instructional areas are available to assist learners as they complete module learning activities. (1-Not at all to 7-To a great extent)	7	7

H. Student Assessment

52. Assessment of student performance takes place in an actual school situation. (1-Not at all to 7-Very often)	7	7

	9-77	5-78
53. The Teacher Performance Assessment Form as included in each module is used as the basic evaluation instrument. (1-Not used to 7-Used as is)	7	7
54. Within the program, agreement has been reached as to the meaning and determination of the levels of performance on the TPAF rating scale.	5	5
55. Final assessment of teacher performance is done by a qualified and trained resource person. (1-Not qualified to 7-Highly qualified)	6	6
56. The teacher-in-training may negotiate the time and conditions under which the assessment of final performance takes place. (1-Not at all to 7-To a great extent)	4	5
57. The teacher is informed of the results of performance assessments and is counseled as to any remedial activities that are needed. (1-Not at all to 7-Very often)	7	7
58. Results of assessment procedures become a part of the teacher's permanent records. (1-Not at all to 7-Fully)	7	7
59. Data on final assessment results of students are utilized as a basis for program improvement. (1-Not at all to 7-To a great extent)	6	7

APPENDIX L

Agenda--Dissemination Workshop

IMPLEMENTING PERFORMANCE-BASED TEACHER EDUCATION

DISSEMINATION WORKSHOP

June 6-7, 1978

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

WORKSHOP OBJECTIVES

The objectives of this workshop are as follows:

1. Participants will gain an awareness of the implementation plans and progress made at the five leadership sites.
2. Participants will increase their ability to deal with six key implementation problem areas through review of resource packets and through discussion-group sessions.
3. Participants will share their own experiences relative to the implementation of PBTE in their own institutions.

DAILY AGENDA

Tuesday, June 6, 1978

8:30 a.m.	Introductions Welcome to the National Center	Jim Hamilton
9:00 a.m.	Leadership Site Overview Presentations (15 minutes each site)	Site Leaders
10:15 a.m.	Break	
10:30 a.m.	Round Robin to Site Stations (10 minutes each)	
11:45 a.m.	Lunch at Golf Course	
1:30 p.m.	Introductions to Resource Packets (15 minutes each)	Quinn, Harrington, Miller-Beach
3:00 p.m.	Break	
3:15 p.m.	Implementation Problem Discussion Sessions Topics 1 and 2	
4:00 p.m.	Implementation Problem Discussion Sessions Topics 2 and 1	
4:45 p.m.	Adjourn	

Wednesday, June 7, 1978

8:30 a.m.	Introduction to Day's Activities	Jim Hamilton
8:45 a.m.	Implementation Problem Discussion Sessions Topics 4 and 3	
9:45 a.m.	Break	
10:00 a.m.	Implementation Problem Discussion Sessions Topics 4 and 3	
10:45 a.m.	Financing PBTE Programs Large-Group Discussion	
11:45 a.m.	Lunch in (Easy Living)	
12:45 p.m.	Implementation Problem Discussion Sessions Topics 5 and 6	
1:30 p.m.	Implementation Problem Discussion Sessions Topics 6 and 5	
2:15 p.m.	Break	
2:30 p.m.	Introduction to "U and PBTE" Slide/Tape	Karen Quinn
3:00 p.m.	Wrap-up Session	
3:30 p.m.	Adjourn	

220

Participants in the PBTE Dissemination Workshop
June 6-7, 1978

Dr. John T. Condon
University of Arizona
Tucson, Arizona

Dr. David G. Craig
University of Tennessee
Knoxville, Tennessee

Dr. Niel Edmunds
University of Nebraska-Lincoln
Lincoln, Nebraska

Dr. George W. Ferns
Michigan State University
East Lansing, Michigan

Dr. Edwin C. Hinckley
Brigham Young University
Provo, Utah

Dr. Robert H. Jackman
Westfield State College
Westfield, Massachusetts

Dr. James Lahren
State University College
at Buffalo
Buffalo, New York

Dr. Robert S. Lang
Central Connecticut State
College
New Britain, Connecticut

Dr. Ruth M. Lungstrum
University of Pittsburgh
Pittsburgh, Pennsylvania

Ms. Deana L. Lusk
EPD Consortium D
Richardson, Texas

Ms. Doris May
University of Rhode Island
Kingston, Rhode Island

Mr. Keith McCall
University of New Hampshire
Durham, New Hampshire

Dr. L. Dean McClellan
University of Louisville
Louisville, Kentucky

Dr. Donald E. McCreight
University of Rhode Island
Kingston, Rhode Island

Dr. C. Duane Patton
Central Washington University
Ellensburg, Washington

Dr. Joan B. Penrose
New York Institute of Technology
Huntington, New York

Ms. Georgena Kay Rogers
The Ohio State University
Columbus, Ohio

Dr. Ethel M. Smith
University of Michigan-Flint
Flint, Michigan

Dr. Miriam Louise Smith
University of Pittsburgh
Pittsburgh, Pennsylvania

Dr. Walter L. Wimmer
University of Vermont
Burlington, Vermont

Consultants

Dr. Richard A. Adamsky
Temple University
Philadelphia, Pennsylvania

Ms. Marilyn Ambrose
Purdue University
West Lafayette, Indiana

Dr. John W. Glenn, Jr.
State University College
at Utica/Rome
Utica, New York

Dr. Patricia S. Kelly
University of Rhode Island
Kingston, Rhode Island

Dr. Neill C. Slack
Utah State University
Logan, Utah

Guests

Dr. Glen E. Fardig
Florida Technological University
Orlando, Florida

Dr. Tom O'Brien
Indiana University
Indiana, Pennsylvania

Mrs. Vickie Brown
University of Tennessee
Knoxville, Tennessee

Staff

James B. Hamilton
Lois G. Harrington
Audni Miller-Beach
Robert E. Norton
Karen M. Quinn
Janet Weiskott

APPENDIX M

Evaluation Report--Planning Workshop

EVALUATION REPORT

IMPLEMENTING PERFORMANCE-BASED TEACHER EDUCATION

PLANNING WORKSHOP

Columbus, Ohio
October 5-7, 1977

Prepared by

Janet Spirer Weiskott

Evaluation Division
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

224

Table of Contents

Summary 1

Description of the Project 2

  Introduction 2
  The Setting 2
  Topics 3
  Objectives 3

Evaluation Methods 3

  Purpose 3
  Audiences 4
  Questions 4
  Evaluation Procedures 4

Results 5

  Background of Participants 5
  Achievement of Workshop Objectives 6
  Quality of Workshop Planning Organization and Implementation 8
  Usefulness of the Workshop Presentation 10
  Recommendations and Comments Made by Workshop Participants 12
  Formative Evaluation 14
    Use of Information 14
    Data Analysis 14
    Identifying Workshop Topical Areas 15
    Participant Comments 16
    Conclusions 16

Overall Participant Satisfaction with the Workshop . . . 17

Attachment. 18

225

Summary

- The participants rated their satisfaction with the workshop at above average ($\overline{X}$ = 4.50 out of 5.0).
- The participants feel ready to further implement PBVTE at their institution ($\overline{X}$ = 4.58 out of 5.0).
- The participants felt the workshop met its three objectives (means ranged from 4.16 to 4.91 out of 5.0).
- The strengths of the workshop identified were the planning sessions and the selection of consultants.
- The weaker features of the workshop were insufficient time for interaction among site representatives and for some presentations.

Description of the Project

Introduction

The U. S. Office of Education has funded The Center for Vocational Education to conduct a year-long program of personnel training and technical assistance for selected teacher education institutions to implement performance-based vocational teacher education (PBVTE). The project is divided into four stages:

Stage 1: To conduct a self-assessment of the current status of each participating institution in implementing PBVTE.

Stage 2: To provide participants with information, ideas, and opportunity for interaction with recognized experts and successful practitioners in the implementation of PBTE within the framework of a workshop.

Stage 3: To begin during the workshop and to continue at each site, assisting participants to plan strategies and activities for implementing PBVTE at their own institutions.

Stage 4: To make site visits to each institution and to provide specialized and individualized technical assistance designed to further their efforts.

The project will culminate with a post-test of the current status instrument to determine progress in PBVTE implementation.

The Setting

On October 5-7, 1977 representatives from five (5) institutions attended a workshop in Columbus, Ohio to begin Stage 2.*

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* Stage 1 was completed by the participating institutions prior to the workshop.

Topics

The workshop provided information on a variety of topical areas around the general theme of further implementing PBVTE at the five (5) institutions. Four major topics were explored:

- "Change Process: The Concerns-Based Model"
- "Implementation: The Houston Experience"
- "Evaluation: Performance and Program"
- "Introduction to Planning Activities"

Considerable time during the workshop was allocated to individual planning activities and group interaction.

Objectives

The seminar focused toward meeting three (3) objectives. The topical areas of the workshop were designed to provide the individual institutions with additional information regarding implementing PBVTE. The objectives are listed on page 7.

Evaluation Methods

Purpose

The purpose of the evaluation was twofold: (1) to evaluate the overall effectiveness and success of the workshop, and (2) to provide information for planning subsequent activities under the project.

Audiences

This report is designed for two audiences: (1) the effectiveness data may be used by the funding source to assess the overall quality of the workshop and to provide an information base for future funding and substantive decisions, and (2) improvement data may be used by the project staff to upgrade future activities under the grant.

Questions

The evaluation sought answers to four (4) questions:

1. To what extent were the workshop objectives achieved?
2. How well was the workshop planned, organized and implemented?
3. How useful were the presentations to the participants?
4. What recommendations should be considered for improving upcoming workshops and other project activities?

Evaluation Procedures

A Final Evaluation form, completed by participants on the last day of the workshop, provided information on the quality of various aspects of the workshop and the achievement of the workshop objectives. All 12 participants completed the instrument (100 percent rate of response). The Final Evaluation form is included as Attachment A.

The evaluator assigned to the project conducted formative evaluation activities during the workshop. The evaluation took the format of semi-structured participant interviews and predetermined unobtrusive measures (e.g., number of questions asked, extent of dialogue, amount of note taking activity). The interview questions were designed to tap the following:

1. General impressions of the workshop
2. Extent to which the workshop was meeting participant expectations
3. Quality of the use of participant time
4. Appropriateness of the level of presentations
5. Ability of institutions to further implement PBVTE as a result of the workshop
6. Assessment of progress being made by each institution on its plan of action

Each question was followed up by a request for the participant's suggestion(s) for workshop changes.

Results

The results section is organized around the four questions posed in the introduction section.

Background of Participants

Based on responses from 12 (100 percent) of the seminar participants:

- 83 percent of those in attendance were educational institution representatives; 17 percent were state department of education representatives (see Figure 1)
- 92 percent of those in attendance had attended previous PBTE workshops, 8 percent did not (See Figure 2).

Figure 1

Present Position

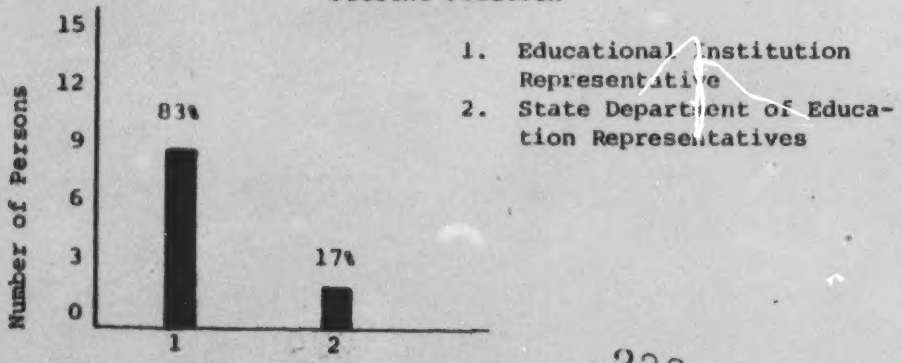
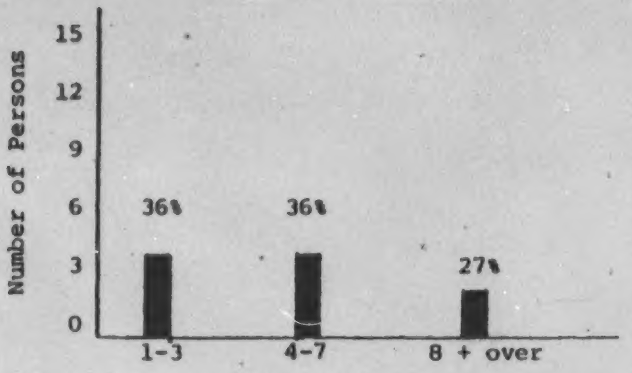


Figure 2 *

Previous PBTE Workshops Attended



Number of Prior Workshops Attended

Achievement of Workshop Objectives

At the end of the workshop, participants were asked to rate the extent to which three (3) workshop objectives were met. A five-point scale was used ranging from 1 (definitely no) to 5 (definitely yes). A mean was calculated for each objective and they are placed in rank order from highest to lowest in Figure 4. Overall, the participants felt that the workshop objectives were achieved at an above average level (means ranged from 4.16 to 4.91). The ratings of objectives were slightly higher than the ratings of workshop planning, organization or implementation.

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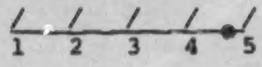
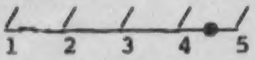
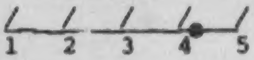
* Percentages do not equal 100% due to rounding.

Figure 4

Achievement of Workshop Objectives

Rank	Did the workshop assist you:	Definitely No — Definitely Yes	Mean
1	To develop a plan of action specifying implementation strategies for PBVTE to be used at your institution?		4.91
2	To identify problems relative to the implementation and use of PBVTE at your institution?		4.58
3	To interact with other participants and consultants in order to solve PBVTE implementation problems at your institution?		4.16

The norms for achievement of objectives from previous national seminars are:

Below 3.15	3.15 - 3.85	Above 3.85
Below Average	Average	Above Average

When compared to these norms, the workshop's success in achieving its objectives falls in the above average range. The norms are based on average ratings for 15 past seminars for vocational education leaders conducted by CVE since 1968.

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* The norms are based upon data collected through 15 EPDA workshops. The evaluation items used from year to year are not exactly the same. There are, however, many core evaluation items that have been used repeatedly over the years. Many other items are sufficiently similar for comparisons. It should be noted that since the rate of response is usually low and only a limited set of items are comparable from year to year, the data base can only provide an indication of norms.

Quality of Workshop Planning, Organization and Implementation

Participants were asked to rate the quality of various aspects of workshop planning, organization and implementation on a five-point scale. Eleven (11) indicators of workshop planning, organization and implementation were used. A mean was calculated for each and they are presented in rank order in Figure 3. The most highly rated aspect of the workshop was the workshop location and facilities. This was followed by a readiness on the part of participants to further implement PBVTE at their institution. Overall, all aspects of workshop planning, organization and implementation were rated high.

The norms for quality of seminar planning, organization and implementation are:

	Below Average	Average	Above Average
Meeting Facilities	Below 3.65	3.65-4.25	Above 4.25
Small Group Activities	Below 3.24	3.24-4.06	Above 4.06
Relevance of Topics	Below 3.96	3.96-4.46	Above 4.46
Choice of Presenters	Below 3.87	3.87-4.47	Above 4.47

When comparing the quality of this year's workshop to established norms, it becomes apparent that:

- Workshop location and facilities are above average.
- Small-group activities were above average.
- The topics raised were extremely relevant.
- The choice of presenters was average.

Figure 3

Workshop Planning, Organization and Implementation

Rank					Mean
		Dissatisfied		Satisfied	
1	Were the workshop location and facilities satisfactory?		1 2 3 4 5		4.66
		Definitely No		Definitely Yes	
2	Do you feel ready to further implement PBVTE at your institution?		1 2 3 4 5		4.58
		Poor		Excellent	
3.5	Were the choices of seminar focal areas useful?		1 2 3 4 5		4.50
		Not Useful		Very Useful	
3.5	Were the small-group meetings useful?				4.50
		Dissatisfied		Very Satisfied	
3.5	What is your overall satisfaction with the workshop?		1 2 3 4 5		4.42
		Definitely No		Definitely Yes	
6	Were your major concerns addressed during the workshop?		1 2 3 4 5		4.41
		Poor		Excellent	
7	Was the work of the consultants effective?		1 2 3 4 5		4.18
		Poor		Excellent	
8.5	Was the organization and operation of the workshop effective?		1 2 3 4 5		4.16
		Very Inadequate		Completely Ample	
8.5	Were the opportunities for informal interaction and exchanges sufficient?		1 2 3 4 5		4.16
		Not Useful		Very Useful	
10.5	Were the materials you received useful?		1 2 3 4 5		4.08
		Very Inadequate		Completely Ample	
10.5	Were the opportunities for informal interaction and exchanges sufficient?		1 2 3 4 5		4.08

Usefulness of the Workshop Presentation

The participants were asked to rate both the effectiveness and the quality of the content presented by each presenter who spoke at the workshop. Two scales were used:

1. Effectiveness of the Presenter

   1 = Poor, 2 = Fair, 3 = Average, 4 = Good, and
   5 = Excellent

2. Quality of the Content

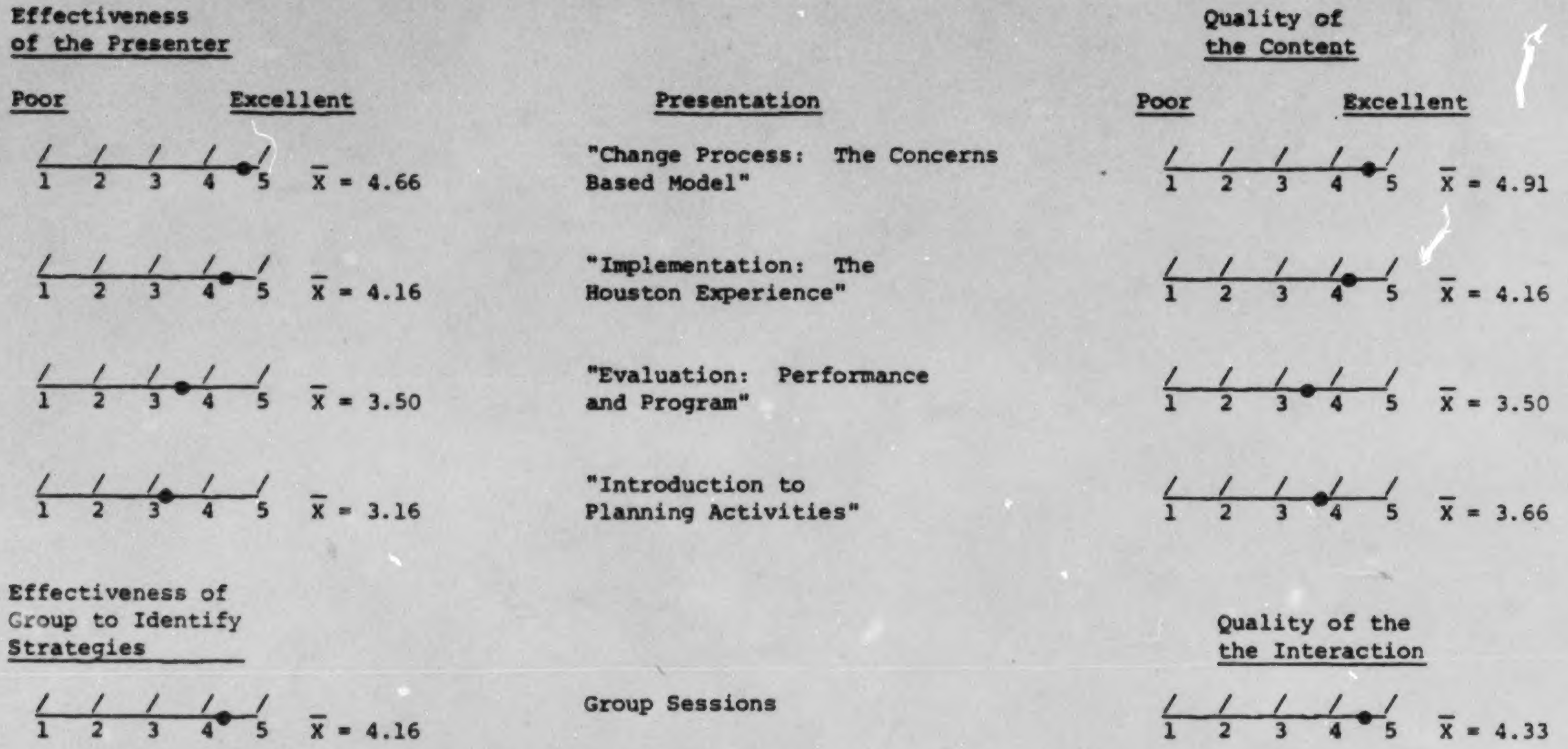
   1 = Poor, 2 = Fair, 3 = Average, 4 = Good, 5 = Excellent

In addition, the participants were asked to rate the effectiveness of the groups to identify strategies and the quality of interaction of the group sessions. Two scales were included using the above point values criteria.

The mean ratings given to the presenters and group sessions on quality of intent and effectiveness of presenter are illustrated in Figure 5.

Figure 5

Mean Ratings for Presentations and Group Sessions



Effectiveness of the Presenter (Poor 1 – 5 Excellent)	Presentation	Quality of the Content (Poor 1 – 5 Excellent)
$\overline{X} = 4.66$	"Change Process: The Concerns Based Model"	$\overline{X} = 4.91$
$\overline{X} = 4.16$	"Implementation: The Houston Experience"	$\overline{X} = 4.16$
$\overline{X} = 3.50$	"Evaluation: Performance and Program"	$\overline{X} = 3.50$
$\overline{X} = 3.16$	"Introduction to Planning Activities"	$\overline{X} = 3.66$

Effectiveness of Group to Identify Strategies (1 – 5)		Quality of the the Interaction (1 – 5)
$\overline{X} = 4.16$	Group Sessions	$\overline{X} = 4.33$

Recommendations and Comments Made by Workshop Participants

The participants cited the primary strengths of the workshop as:

9*	Planning Sessions
7	Selection of Consultants
1	Change Process Presentation
1	Workshop Format
1	Congeniality of the Group

The weaker features of the workshop were identified as:

5	Not enough time for interaction among site representatives.
2	Force-Field Analysis presentation was too fast and should have provided more content.
2	First luncheon arrangements used too much time.
1	Change process presentation should have been extended.
1	Participants should have been provided information on what doesn't work when implementing PBVTE and why.

The participants suggested the following recommendations for improving the workshop:

2	More interaction among site teams.
2	Specific information from The Center for Vocational Education staff (e.g., consultant addresses, forms, checklists).

Other comments ranged from no improvements needed to planning an evening function for participants.

* Number of times comment was made.

The participants were asked to make suggestions for the June dissemination conference (e.g., format, content, length). The following suggestions were identified:

5 Individualized site presentations should be included on the agenda.

5 The location should be at a site (apart from the five institutions) where PBTE is observable

3 Keynote speaker should be dynamic and relate the trials and tribulations of PBTE implementation.

Additional comments included a session on the "Resource Center," allow time for interaction among institutions, vary activities, program management, and the length of the workshop (1 day, 2 days, 3 days).

The participants were asked to make suggestions regarding the provision of technical assistance (e.g., topical areas, procedures). The individual items cited include: the continuation of The Center for Vocational Education encouragement and constructive criticism, The Center for Vocational Education's assistance to expand PBVTE efforts, and the provision of new materials to the institutions as they are prepared.

Formative Evaluation

Use of Information

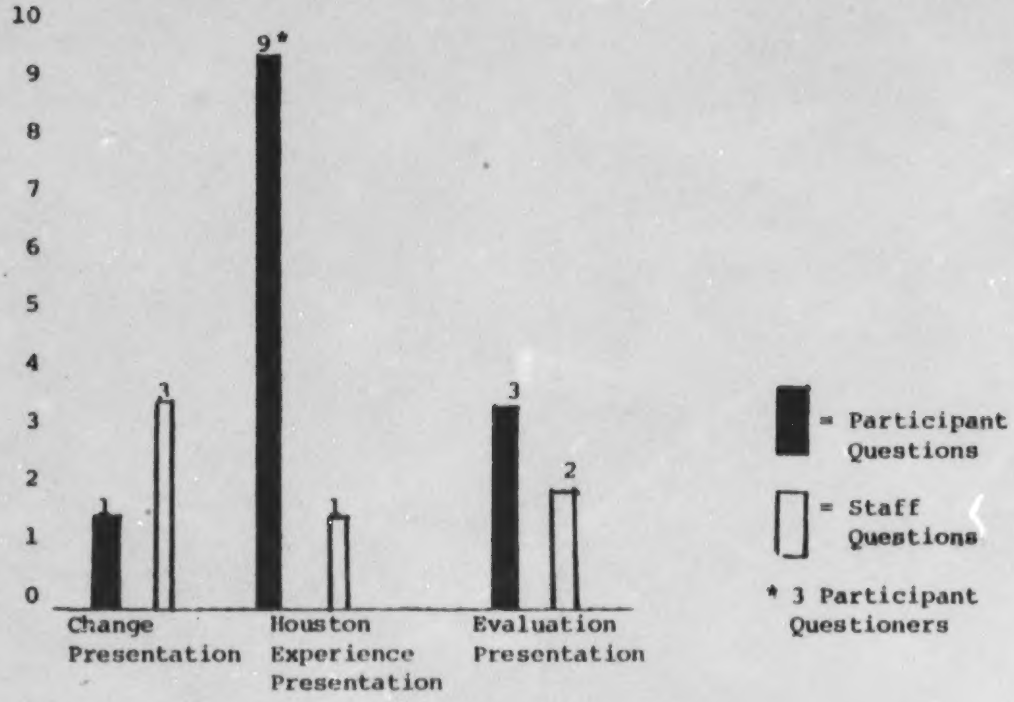
The data compiled from the formative evaluation was provided to the project director (formally and informally) and to the consultants (informally) on a daily basis.

Data Analysis

During the first day of the workshop, dialogue between participants and consultants and among participants was at a minimum. Although non-verbal indicators (about ten persons actively taking notes, favorable expressions) illustrated that the participants were absorbing the information, the question/answer period was limited (See Figure 6).

Figure 6

Frequency of Questions



The questions were generally clarifying or information-seeking. In general, it appeared that the participants assumed the role of the recipient of information as opposed to injecting experiences at their individual institutions.

Identifying Workshop Topical Areas

The needs assessment instrument (completed by each institution prior to the workshop) did not provide the project staff with the direction it sought regarding generalizable areas of PBVTE concern across institutions (that could be used as topical areas on the second day). Therefore, on the second day, participants were asked to list their concerns for the remaining two days of the workshop. The concerns were generalized as follows:

- Building Support
- Evaluation
- Project Management
- Documentation

After completing the above exercise, dialogue between the participants, consultants and staff opened. As a result, nine participants verbally identified the need for interaction among sites and/or suggested a format for interaction.

Participant Comments

The ten participant interviews during the workshop yielded the following information:

1. The workshop met or in some cases exceeded his/her expectations.
2. Participant time generally was being used wisely.
3. The selection of consultants was good.
4. Additional time should be allocated to group interaction.

Conclusions

The formative evaluation information led to the following changes in program format in order to provide time for participant interaction:

1. Conference calls were eliminated.
2. Each institution presented a 3-5 minute summary of PBVTE activities at their site.
3. The second morning was restructured to provide time for participant interaction and individualized interaction with the consultants.

In addition, one technical assistance visit available to each institution will be eliminated in favor of another group meeting among the sites before the June dissemination conference.

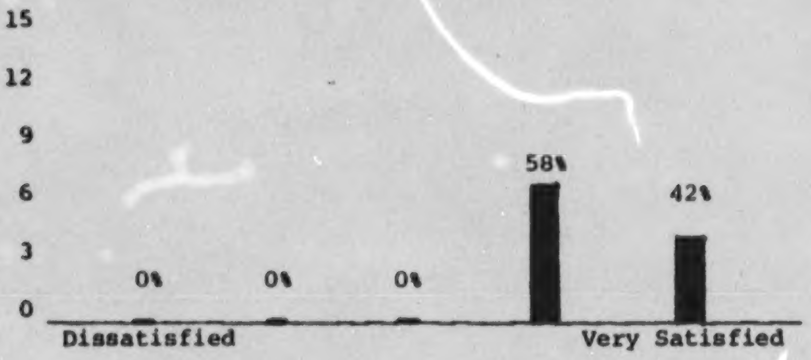
It should be noted that the small number of workshop participants, prior participant involvement with PBVTE, plus a commitment on the part of the five institutions to implementing PBVTE set the stage for a workshop that was conducive to learning, group interaction and changes in the workshop agenda (based upon the needs of the participating institutions).

Overall Participant Satisfaction with the Workshop

When asked to rate their overall satisfaction with the workshop on a five-point scale, 42 percent of the participants were very satisfied and the additional 58 percent rated the workshop above average. No participants rated the workshop below average. (See Figure 7).

Figure 7

Overall Satisfaction with Workshop



The mean score for overall satisfaction with the workshop was 4.42. The norms for the workshop as a whole from prior seminars are:

Below Average	Average	Above Average
Below 3.44	3.44-4.66	Above 4.66

As can be seen from the above, the workshop as a whole is in the average range. On the whole, the participants felt that the workshop met its objectives and they are now ready to further implement PBVTE at their institutions. The contribution of the consultants and the individual planning sessions were considered to be the strengths of the workshop. Some participants would have appreciated more time for participant interaction. In addition, they felt time constraints caused some presentations to be rushed.

ATTACHMENT A

Current Status Instrument

Stage #1 of the Performance-based Teacher Education Project was aimed at a needs assessment study by each participating institution. The instrument used (see attached) was designed for the purpose of gathering data concerning the implementation status of each institution both at the outset of the project and at the termination of the project (to measure progress made in implementing PBVTE). In addition, the initial completion of the instrument was used to identify problem areas around which the workshop was to be structured.

The instrument is divided into eight major areas: Support Policies, Management Policies, Staffing, Physical Facilities, Operational Procedures, Specification of Competencies, Delivery System, and Student Assessment. In addition, the participating institutions supplied background data (e.g., number of preservice and inservice teachers involved in the program. The indicators were scaled from 1 to 7 and anchored in order that 1 implied no implementation in that area while 7 implied extensive implementation. The institution's were asked to provide a brief narrative description of its institution's PBVTE efforts for each of the eight major areas. The data compiled from the completed current status instruments follows.

Overview*

The five institutions are involving approximately 680 preservice teachers (ranging from 5 to 340 persons) and 970 inservice teachers (ranging from 12 to 821 persons) in PBVTE. About 70 teacher educators are involved in the PBVTE program (ranging from 8 to 25 educators). Some 60 preservice teacher education courses are being taught in a performance-based manner (ranging from 6 to 20 courses). The institutions have approximately $411,530 available to start up and maintain performance-based programs. This funds available vary from $4,750 to $282,276.

Case Studies

Table 1 provides an overview of the mean score in each of the eight major areas of concern based on self-scoring by each.

---

* The data is a rough approximation since there were some questions regarding the accuracy of the data submitted on the current status instrument forms.

Table 1

	University of Rhode Island	SUNY Utica/Rome	Purdue U.	Temple U.	Utah State University	$\bar{X}$ of Institutions
A. Support Policies	2.87	7.00	3.37	4.37	2.50	4.02
B. Management Policies	3.75	5.50	3.00	6.75	3.25	4.45
C. Staffing	3.87	4.87	3.37	6.25	3.50	4.37
D. Physical Facilities	5.12	6.25	2.87	6.50	5.25	5.20
E. Operational Procedures	3.00	6.50	3.87	6.62	3.12	4.62
F. Specification of Competencies	2.37	6.50	2.75	6.50	3.62	4.35
G. Delivery System	5.71	6.71	4.00	6.57	5.00	5.60
H. Student Assessment	4.87	6.12	3.75	6.12	5.12	5.20

APPENDIX N

Evaluation Report--Dissemination Workshop

248

EVALUATION REPORT

IMPLEMENTING PERFORMANCE-BASED TEACHER EDUCATION

DISSEMINATION WORKSHOP

Columbus, Ohio
June 6-7, 1978

Prepared by

Janet Spirer Weiskott

Evaluation Division
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The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Table of Contents

Summary 1

- Strengths 1
- Weaknesses. 1

Description of the Workshop. 2

- History 2
- Setting and Format. 2
- Topical Areas 3
- Goals and Objectives. 3

Evaluation Methods 4

- Purpose 4
- Audience. 4
- Questions 4
- Instruments 4
- Constraints 5

Background of Participants 5

Results. 7

- How Useful Were the Workshop Presentations to the Participants? 7
- How Well Was the Workshop Planned, Organized, and Implemented?. 9
- Did the Workshop Meet Its Objectives? 11
- How Does the Workshop as a Whole Compare with Previous National Workshops? 11

Observations 14

Attachment 15

Summary

The 1978 PBVTE Dissemination Workshop was rated by the participants between good and outstanding ($\bar{x}$ = 4.50 on a 5 point scale). When compared to the norms of prior EPDA workshops, the workshop as a whole fell in the high portion of the average range.

Strengths

The participants rated the activities as useful ($\bar{x}$ range of 3.42 to 4.28 out of 5.00) and helpful in implementing PBVTE ($\bar{x}$ range of 3.13 to 4.67 out of 5.00). The data revealed that the workshop met five of its objectives in the above average range and four in the average range. The highest rated features of the workshop were the workshop staff, the opportunities for informal interaction and exchange, the meeting facility, and the resource packets.

Weaknesses

The primary weakness of the workshop was the lack of time for discussion. Although the workshop schedule was designed primarily to foster interaction, the amount of time allotted to discussion and interaction was divided by six topical areas. As a result, the opportunity for in-depth discussions was not conducive during the workshop schedule.

Description of the Workshop

History

The U.S. Office of Education funded The Center for Vocational Education to conduct a year-long program of personnel training and technical assistance for selected teacher education institutions to implement performance-based vocational teacher education (PBVTE). The project was divided into four stages:

Stage 1: To conduct a self-assessment of the current status of each participating institution in implementing PBVTE.

Stage 2: To provide participants with information, ideas, and opportunity for interaction with recognized experts and successful practitioners in the implementation of PBTE within the framework of a workshop.

Stage 3: To begin during the workshop and to continue at each site, assisting participants to plan strategies and activities for implementing PBVTE at their own institutions.

Stage 4: To make site visits to each institution and to provide specialized and individualized technical assistance designed to further their efforts.

The project culminated with a post-test of the current status instrument to determine progress in PBVTE implementation.

This workshop was conducted in order to disseminate information regarding the PBVTE implementation efforts at the five leadership sites to other institutions.

Setting and Format

The workshop was held in Columbus, Ohio on June 6-7, 1978. It began with an orientation to the workshop on Tuesday morning, followed by 15-minute overviews of PBVTE implementation and plans presented by representatives of each of the five leadership sites.

The workshop was organized around large-group, small-group discussions, and individual presentations by the five leadership sites.

Topical Areas

The workshop provided information on a variety of topical areas around the general theme of PBVTE implementation efforts. Seven (7) topical areas were explored:

- Promoting acceptance of PBTE among potential resource persons
- Identifying core competencies
- Orienting pre- and inservice teachers to PBTE
- Training resource persons in the use of PBTE
- Locating actual school situations and managing the assessment of teacher performance
- Managing resource persons' time requirements for PBTE
- Financing PBTE programs

Goals and Objectives

The primary goals of the workshop were to (1) provide a forum to disseminate information regarding the PBVTE implementation efforts at the five leadership sites, and (2) provide a forum to share experiences regarding PBVTE implementation at all institutions in attendance.

In order to meet the goals, the workshop was focused toward meeting three (3) major objectives. These objectives are listed on page 11.

Evaluation Methods

Purpose

The purpose of the evaluation was twofold: (1) to evaluate the overall effectiveness and success of the workshop, and (2) to provide information for planning future workshops.

Audience

This report provides information for two audiences. The effectiveness data will be used by both the National Center for Research in Vocational Education and the sponsor to assess the overall quality of the workshop and as data to be used by the project staff to upgrade and improve future workshops.

Questions

The summative evaluation sought to answer the following questions:

1. How useful were the workshop presentations to the participants?
2. How well was the workshop planned, organized, and implemented?
3. Did the workshop meet its objectives?
4. How does the workshop as a whole compare with previous national workshops?

Instruments

Two evaluation instruments were used. A copy of each instrument may be found in the Attachment. Specifically, the instruments included:

plans presented by representatives of each of the five leadership sites.

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Two evaluation instruments were used. A copy of each instrument may be found in the Attachment. Specifically, the instruments included:

1. Daily Feedback. On a daily basis, participants were asked to complete a Daily Feedback form to rate how valuable the activity was and how it will help the participant implement PBVTE. In both cases, the following five-point scale was used:

1	2	3	4	5
Not at all	Slightly	Moderately	Highly	Extremely

2. Final Evaluation. A Final Evaluation form was completed by participants on June 7. Participants were asked to rate the overall quality on individual areas of the workshop as compared to typical professional development workshops they had attended using a five-point scale:

1	2	3	4	5
Poor	Fair	Average	Good	Outstanding

Additionally, respondents were asked to highlight the high points of the conference, weaker features of the conference, and to make suggestions for improving the conference.

Constraints

Seventeen (17) persons registered at the workshop, five (5) persons were consultants and three (3) persons were guests. Of those in attendance, the response rate for each of the evaluation instruments ranged as follows:

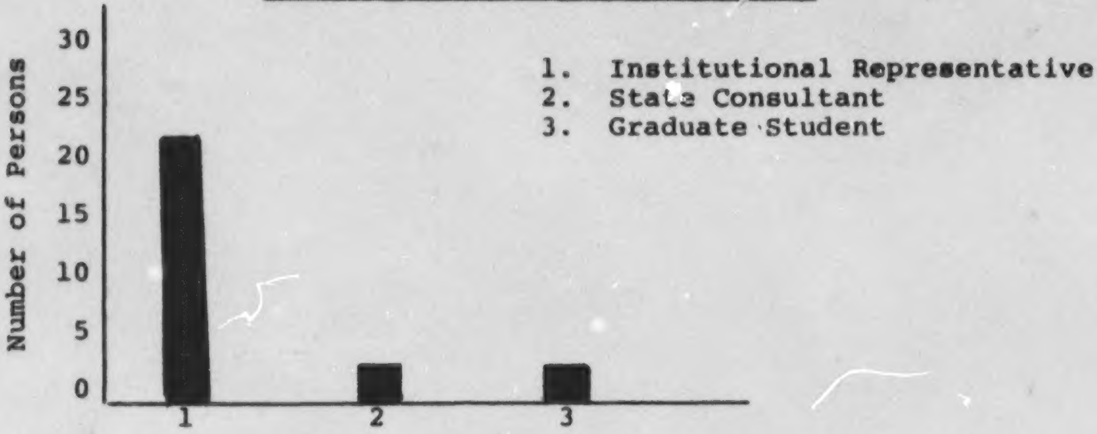
	Number of Evaluation Instruments Returned	Rate of Response
Formative Evaluation	25	93%
Summative Evaluation	24	89%

Background of Workshop Participants

Based upon responses from 24 of the workshop participants, 92 percent (22 persons) of those in attendance represented institutions, 4 percent (1 person) were state consultants for professional development, and 4 percent (1 person) were graduate students. Figure 1 depicts the range of positions.

Figure 1

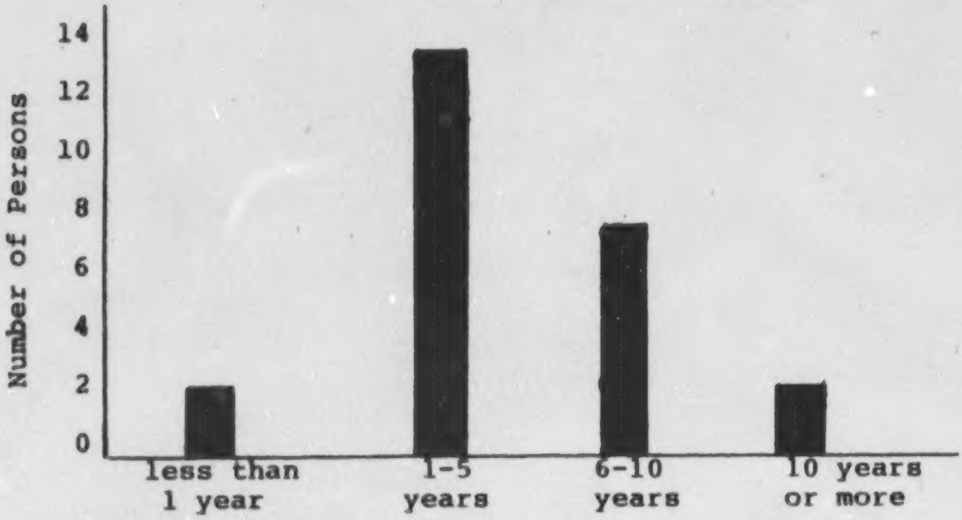
Present Position of Participants



Over one half of the participants have served in their current position for one to five years, while 8% have served in their current position for 6 years or more. See Figure 2.

Figure 2

Length of Time in Present Position



Results

The Results section is organized around the four (4) questions posed in the Evaluation Methods section.

How Useful Were the Workshop Activities to the Participants?

The participants were asked to rate the workshop activities on two dimensions:

How valuable was the activity?

1	2	3	4	5
Not at all	Slightly	Moderately	Highly	Extremely

Will the activity help you implement PBVTE?

1	2	3	4	5
Not at all	Slightly	Moderately	Highly	Extremely

The mean ratings for each activity were average or above. The activities appearing to have the greatest value for the participants were:

- Problem area #2
- Problem area #6
- Round Robin of Leadership Sites
- Problem area #1

The activities the participants thought were most helpful in implementing PBVTE were:

- Round Robin of Leadership Sites
- Introduction to Resource Packets
- Problem area #1
- Problem area #2

Figure 3 summarizes the mean ratings.

Figure 3

Workshop Activities

How Valuable? Mean Rating*	Activity	Will It Help You Implement PBVTE? Mean Rating*
3.96	Report from the Five Leadership Sites	3.52
4.07	Round Robin of Leadership Sites	4.67
3.96	Introduction to Resource Packets	4.20
4.00	Problem area #1	3.92
4.28	Problem area #2	4.04
3.83	Problem area #3	3.83
3.71	Problem area #4	3.62
3.42	Large Group	3.13
3.52	Problem area #5	3.41
4.09	Problem area #6	3.70

* 1	2	3	4	5
Not at all	Slightly	Moderately	Highly	Extremely

How Well Was the Workshop Planned, Organized, and Implemented?

Ten (10) dimensions of workshop planning, organization, and implementation were rated by the participants using a five-point scale (poor/fair/average/good/outstanding). The workshop staff, the opportunities for informal interaction and exchange, the meeting facilities, and the resource packets were rated the highest. The pre-workshop information was rated the lowest. Figure 4 summarizes the mean ratings.

The norms* for the quality of workshop planning, organization, and implementation for previous workshops are:

	Below Average	Average	Above Average
Pre-Workshop Information	Below 2.61	2.61-3.83	Above 3.83
Meeting Facilities	Below 3.65	3.65-4.25	Above 4.25
Accommodations	Below 3.60	3.60-4.08	Above 4.08
Meals	Below 2.76	2.76-4.16	Above 4.16
Small Groups	Below 3.24	3.24-4.06	Above 4.06
Workshop Schedule	Below 3.87	3.87-4.47	Above 4.47

When comparing the quality of the workshop to the norms, it becomes apparent that:

- The meeting facilities were above average
- The meals were above average
- The accommodations were above average
- The small-group activities were above average
- The workshop schedule was average
- The pre-workshop information was average

---

*Norms are based on average ratings of fifteen (15) past workshops for vocational education leaders since 1968.

Figure 4

Quality of Workshop Planning, Organization, & Implementation

Rank	Aspect	Rating*
1	Workshop Staff	4.88
2	Opportunities for Informal Interaction and Exchange	4.75
3	Meeting Facilities	4.57
4.5	Meals	4.50
4.5	Resource Packets	4.50
6	Choice of Problem Areas	4.38
7	Accommodations	4.30
8	Workshop Schedule	4.29
9	Small Groups	4.26
10	Pre-Workshop Information	3.26

---

*1	2	3	4	5
Poor	Fair	Average	Good	Outstanding

Did the Workshop Meet Its Objectives?

All of the workshop objectives were adequately met. Figure 5 summarizes the attainment of each workshop objective. The objectives are placed in rank order from the greatest to least attainment.

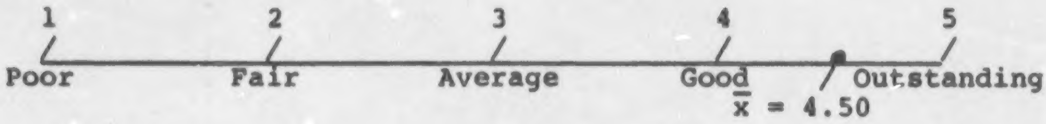
The norms* for achievement of workshop objectives from previous national conferences are:

Below 3.15	3.15 - 3.85	Above 3.85
Below Average	Average	Above Average

When compared to the norms, five objectives were above average and four objectives were average.

How Does the Workshop Compare with Previous National Workshops?

The participants were asked to rate the quality of the workshop as a whole using the following scale:



The norm* for the workshop as a whole from previous workshops are:

Below 3.44	3.44 - 4.66	Above 4.66
Below Average	Average	Above Average

---

*The norms are based on average ratings of fifteen (15) past conferences for vocational education leaders since 1968.

Figure 5

Achievement of Workshop Objectives

Rank		Mean Score*
1	To share your experiences relative to the implementation of PBTE in your institution.	4.42
2	To gain awareness of the implementation plans and progress made at the five leadership sites.	4.33
	To increase your ability to deal with the following problem areas:	
3	Promoting acceptance of PBTE among potential resource persons.	4.17
4	Training resource persons in the use of PBTE.	4.08
5	Orienting pre- and inservice teachers to PBTE.	3.92
6	Identifying core competencies.	3.79
7	Locating actual school situations and managing the assessment of teacher performance.	3.67
8	Managing resource persons' time requirements for PBTE.	3.58
9	Financing PBTE programs.	3.42

---

*Did the workshop assist you:
To ____________________
____

Definitely No				Definitely Yes
1	2	3	4	5

When compared to the norms, the workshop as a whole is in the high portion of the average range.

Strengths. The highpoints of the workshop identified by the participants included:

(13)* Interaction and exchange
(9) Problem area discussions
(6) Materials
(6) Rewarding and stimulating
(5) Well organized
(3) Reports of the five leadership sites
(2) Exposure to varied PBVTE implementation approaches
(2) Slide/tape presentation
(1) Large-group discussion
(1) Workshop staff

Weaknesses. The following were identified as weaker features of the workshop:

(4) Lack of time to pursue discussions
(3) Large-group discussion
(2) Lack of uniformity of content in problem area groups
(2) Participants strayed from the topics in problem area groups
(2) Weak leadership in problem area groups
(1) Some small groups repetitive
(1) Resource packets introduced too quickly

---

*Number of respondents identifying the item

Observations

The workshop appeared to be a successful effort at fostering discussion among the institutions implementing PBVTE. The participants verbally stated that the workshop was very useful and informative. These comments were confirmed in the evaluation instruments.

It should be noted that the relatively small number of workshop participants; prior participant involvement with PBVTE and NCRVE, plus a commitment on the part of the participating institutions to implement PBVTE set the stage for a workshop that was conducive to learning and group interaction.

ATTACHMENT

DAILY FEEDBACK

June 6, 1978

Please respond to the following activities by checking the response which best reflects your opinions concerning the value and the potential usefulness of the information presented in your institution.

How Valuable?					Activity	Will it Help You Implement PBTE?				
Not at All	Slightly	Moderately	Highly	Extremely		Not at All	Slightly	Moderately	Highly	Extremely
					Leadership Site Presentations					
					Introduction to Resource Packets					
					Small Group: Problem Area #1					
					Small Group: Problem Area #2					

Comments:

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
Tel (614) 486 3655 Cable CTVOCEDOSU/Columbus, Ohio

PBTE DISSEMINATION WORKSHOP

June 6-7, 1978

Final Evaluation

Please provide your candid responses to the following questions about the workshop. The information will be used to provide feedback to the funding source concerning the quality and impact of the workshop and to workshop planners for improving future workshops. Thank you for volunteering to complete this evaluation form. All data will be held in confidence.

Background Information

1. What is your present position?

____

____

2. How many years have you been in this role? ____________________

WORKSHOP PLANNING AND IMPLEMENTATION

Please rate the overall quality of the individual areas of the workshop as compared to typical professional development workshops you have attended by circling the appropriate rating for each of the following items.

			Quality		
	Poor	Fair	Average	Good	Outstanding
1. Pre-workshop information	1	2	3	4	5
2. Meeting facilities	1	2	3	4	5
3. Accommodations	1	2	3	4	5
4. Meals	1	2	3	4	5
5. Choice of problem area topics	1	2	3	4	5
6. Workshop schedule (i.e., length and arrangement of worksnop activities)	1	2	3	4	5
7. Workshop staff	1	2	3	4	5
8. Small groups	1	2	3	4	5
9. Opportunities for informal interaction and exchange	1	2	3	4	5
10. Resource packets	1	2	3	4	5
11. Workshop as a whole	1	2	3	4	5

WORKSHOP ACTIVITIES

Please indicate by circling the appropriate rating how effectively the workshop met its objectives.

Did the workshop assist you:	Definitely No				Definitely Yes
1. To gain awareness of the implementation plans and progress made at the five leadership sites.	1	2	3	4	5
2. To increase your ability to deal with the following problem areas:					
a. Promoting acceptance of PBTE among potential resource persons.	1	2	3	4	5
b. Identifying core competencies.	1	2	3	4	5
c. Orienting pre- and inservice teachers to PBTE.	1	2	3	4	5
d. Training resource persons in the use of PBTE	1	2	3	4	5
e. Locating actual school situations and managing the assessment of teacher performance.	1	2	3	4	5
f. Managing resource persons' time requirements for PBTE.	1	2	3	4	5
g. Financing PBTE programs.	1	2	3	4	5
3. To share your experiences relative to the implementation of PBTE in your institution.	1	2	3	4	5

SECOND DAY ACTIVITY

Please respond to the following activities by checking the response which best reflects your opinions concerning the value and the potential usefulness of the information presented in your institution.

How Valuable?					Activity	Will it Help You Implement PBTE?				
Not at All	Slightly	Moderately	Highly	Extremely		Not at All	Slightly	Moderately	Highly	Extremely
					Small Group: Problem Area #3					
					Small Group: Problem Area #4					
					Large Group Discussion					
					Small Group: Problem Area #5					
					Small Group: Problem Area #6					

Comments:

CONCLUSIONS AND RECOMMENDATIONS

1. What were the high points of the workshop?

2. What were the weaker features of the workshop?

3. What specific suggestions would you make for improving the workshop?

4. Additional comments.

APPENDIX O

Evaluation Report--Status Studies

EVALUATION REPORT

IMPLEMENTING PERFORMANCE-BASED TEACHER EDUCATION

STATUS STUDIES

June 1978

Prepared by

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In order to assess the perceived progress of PBVTE implementation in each of the five leadership sites, each site was asked to complete a current status instrument (see Appendix D of this final report) at the beginning and end of the project. A mean score was computed for each of the fifty-nine (59) indicators included in the instrument. Upon review of the data, it appears that the greatest progress was made in the following areas (Difference ≥ .80)*:

- Structure Facilitates PBTE Objectives
- Availability of Resource Materials
- Resource Availability
- Commitment to PBTE
- Inservice Program for Resource Persons
- Resource Center
- Articulation Between Campus Work and Field Work
- Optional Competencies
- Program Improvement

Indicators that illustrate the smallest amount of growth include (Difference ≤ 0)*:

- Basic Precepts
- Student Transition to PBTE
- Supplemental Materials
- Videotaping Equipment
- Media Equipment
- Instructional Space

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*Indicators Listed in Rank Order

- Management Procedures Review
- Publicizing Required Competencies
- Designing Learning Experiences
- Clarity of Evaluation Criteria
- Feedback to Teacher
- Faculty Reward System
- Policy-Making Body
- Office Space
- Student Status
- Alternate Learning Activities
- Evaluation Instrument(s)
- Conditions for Final Performance Assessment

Table 1 summarizes the mean pre and post scores and the differences between the mean scores by indicator.

Given the small number of leadership sites (N=5), t tests were computed by analyzing each of the eight substantive areas contained in the instrument, as opposed to individual indicators.

The participants perceived progress was statistically significant at the .05 level or above for all areas except the Delivery System and Student Assessment. The progress in these two areas was positive, but not statistically significant. Table 2 summarizes the pre and post mean scores, difference between the mean scores and t scores, and significance level by each of the eight areas.

TABLE 1: PRE/POST MEAN SCORES AND DIFFERENCE BETWEEN SCORES BY INDICATOR

A) SUPPORT POLICIES

	Post Mean	Pre Mean	Difference
1. **Basic Principles**			
The administration accepts the basic principles and practices of performance-based teacher education.	5.0	5.0	0
2. **Structure Facilitates PBTE Objectives**			
The administrative structure of the institution facilitates achievement of PBTE program objectives.	5.6	4.4	1.2
3. **Modification of Policies and Decisions**			
Administrative policies and decisions are examined and modified to meet the unique needs of the PBTE program.	4.0	3.6	.4
4. **Coordination With Other Institutions**			
The institution's administration works cooperatively with administration of other institutions and education agencies in the organization and management of the PBTE program.	4.6	4.0	.6
5. **Resource Availability**			
Sufficient additional resources of personnel, materials, and funds required for start-up and maintenance of the PBTE program are provided.	5.2	4.4	.8
6. **Faculty Reward System**			
The faculty reward system (salary, promotion, tenure, etc.) recognizes the unique contributions of the individuals involved in the PBTE program.	3.6	3.8	- .2

	Post Mean	Pre Mean	Difference
7. **Faculty Load**			
Faculty load assignments have been formulated to take into account the unique demands of the PBTE program.	3.4	3.2	.2
8. **Policy-Making Body**			
A recognized policy-making body governs the program.	3.4	3.6	- .2
MANAGEMENT POLICIES			
9. **Grading Policies**			
Grading policies and the awarding of credits are based on the achievement of teaching competencies rather than course completion.	4.8	4.4	.4
10. **Student Transition to PBTE**			
Provision is made for students to make the transition from the conventional to the performance-based training program without loss of credits or time.	5.8	5.8	0
11. **Student Transcripts and Reports**			
Reporting of student professional preparation to prospective employers and other institutions is based on teaching competencies.	3.4	3.0	.4
12. **Program Performance Evaluation**			
Program outcomes are systematically evaluated against the principles and philosophy of PBTE and the program is refined on the basis of feedback.	4.8	4.6	.2

	Post Mean	Pre Mean	Difference
STAFFING			
13. Commitment to PBTE			
The instructional and support staffs are committed to the principles and practices of the PBTE program.	5.4	4.6	.8
14. Staff Training			
The instructional staff have been trained to serve effectively in their appropriate roles in the PBTE program.	5.0	4.8	.2
15. PBTE Orientation Provided to Students			
Students are provided with orientation to the principles and practices of performance-based education.	5.0	4.8	.2
16. Counseling Students			
Resource persons hold conferences with learners for purpose of reviewing progress, counseling, and reassessing the learner's program.	5.2	5.0	.2
17. Availability of Resource Persons to Students			
Resource persons are available in the actual school situation to supervise students and evaluate their work toward achievement of competencies.	5.4	4.8	.6
18. Availability of Aides			
Aides are available to assist students in their use of the resource center and its equipment.	4.6	4.2	.4

STAFFING (continued)	Post Mean	Pre Mean	Difference
19. **Supplemental Materials**			
Resource persons supplement the instructional modules with up-to-date and situation-specific instructional materials.	5.2	5.2	0
20. **Inservice Program for Resource Persons**			
An ongoing inservice program is provided to resource persons.	4.6	3.8	.8
PHYSICAL FACILITIES			
21. **Resource Center**			
A resource center is available to students for individual or group study.	6.0	5.2	.8
22. **Videotaping Equipment**			
Videotape recording and playback equipment is available for taping and viewing teaching performance.	6.0	6.0	0
23. **Media Equipment**			
Standard instructional media equipment (audio recorders, overhead projectors, etc.) are readily available to students as they work to achieve competencies	6.4	6.4	0
24. **Learning Facilities**			
Learning facilities are available for student use at convenient times in the day and evening.	6.0	5.8	.2
25. **Availability of Resource Materials**			
Resource materials referenced in the instructional modules are available for student use.	5.2	4.2	1.0

PHYSICAL FACILITIES (continued)	Post Mean	Pre Mean	Difference
26. Updating Resource Center			
Financial resources are available to continually update materials and equipment in the resource center.	5.0	4.4	.6
27. Instructional Space			
Seminar rooms, classrooms, and practice teaching rooms are available.	5.6	5.6	0
28. Office Space			
Office space is provided for resource persons that is convenient and accessible to students who are in need of assistance.	6.0	6.2	- .2
OPERATIONAL PROCEDURES			
29. Management Procedures Review			
Existing management procedures have been reviewed to determine their appropriateness to the PBTE program.	4.2	4.2	0
30. Policies Handbook			
An explicit statement or handbook of program management policies exists.	3.4	2.8	.6
31. Articulation With Conventional Components			
There is articulation between the components of the teacher education program that are performance based, and those components operated in a conventional mode.	5.0	4.8	.2
32. Articulation Between Campus Work and Field Work			
There is articulation between campus educational activities and field-experience activities.	5.8	5.0	.8

OPERATIONAL PROCEDURES (continued)	Post Mean	Pre Mean	Difference
33. Varied Development Points The management system makes provision for different students to be at a variety of points of development at the same time.	5.2	4.8	.4
34. Purchasing and Distributing Procedure The purchase and distribution of instructional modules have been organized into businesslike procedures.	5.8	5.2	.6
35. Student Status Students can determine their status in the teacher preparation program.	5.2	5.4	- .2
36. Availability of Resource Materials Needed instructional resource materials are made available to learners who are inservice teachers not working on campus.	5.4	5.0	.4
SPECIFICATION OF COMPETENCIES			
37. Written Basis for Competency Selection A rationale, and basis for competency selection, has been written.	4.2	3.6	.6
38. Core of Preservice Teacher Competencies A required core of teacher competencies has been identified for the preservice teacher education program, based on research studies or formal professional review.	4.8	4.4	.4
39. Core of Inservice Teacher Competencies A required core of teacher competencies has been identified for the inservice and/or graduate program.	5.2	4.6	.6

SPECIFICATION OF COMPETENCIES (continued)	Post Mean	Pre Mean	Difference
40. Survival Skills			
A series of competencies considered "survival skills" for teachers entering the profession directly from business and industry has been identified.	4.0	3.6	.4
41. Optional Competencies			
Groups of desirable optional competencies have been identified for each of the preservice, inservice, and graduate programs.	4.4	3.6	.8
42. Personal Competence			
Opportunity is afforded for students to present evidence of personal competence in any of the required or optional teaching competencies. Students are only required to complete modules in which they are not already competent.	5.0	4.8	.2
43. Individualized Training Programs			
Learners' personal career goals, abilities, and learning styles are taken into consideration as students' individual professional training programs are developed.	5.2	4.8	.4
44. Publicizing Required Competencies			
The required and optional competencies, along with the criteria for acceptable performance, are made public in advance of instruction.	5.4	5.4	0
DELIVERY SYSTEM			
45. Variety of Learning Styles			
Opportunity is provided for learners to use a variety of learning styles.	5.8	5.8	0

DELIVERY SYSTEM (continued)

	Post Mean	Pre Mean	Difference
46. Alternate Learning Activities			
Alternate learning activities are provided for learners with special needs.	4.8	5.0	- .2
47. Flexibility			
Learners may achieve competencies at a rate compatible with their abilities and characteristics.	5.4	5.0	.4
48. Group Interaction			
Provision is made for learners to meet in seminars or other group settings in order to promote interaction and share experiences.	5.4	5.8	- .4
49. Performance-Based Approach to Teaching			
Faculty utilize the performance-based approach in their own teaching.	6.0	5.8	.2
50. Designing Learning Experiences			
Learning experiences are devised to augment or replace those in the instructional modules where necessary.	5.4	5.4	0
51. Resource Persons Assisting Students			
Resource persons qualified in a variety of instructional areas are available to assist learners as they complete module learning activities.	5.6	5.4	.2

STUDENT ASSESSMENT	Post Mean	Pre Mean	Difference
52. Locus of Student Assessment			
Assessment of student performance takes place in an actual school situation.	5.6	5.0	.6
53. Evaluation Instrument(s)			
The Teacher Performance Assessment Form as included in each module is used as the basic evaluation instrument.	5.8	6.0	- .2
54. Clarity of Evaluation Criteria			
Within the program, agreement has been reached as to the meaning and determination of the levels of performance on the TPAF rating scale.	4.6	5.0	- .4
55. Qualifications of Evaluator			
Final assessment of teacher performance is done by a qualified and trained resource person.	6.2	6.2	0
56. Conditions for Final Performance Assessment			
The teacher in training may negotiate the time and conditions under which the assessment of final performance takes place.	5.0	5.2	.2
57. Feedback to Teacher			
The teacher is informed of the results of performance assessments and is counseled as to any remedial activities that are needed.	6.2	6.2	0
58. Use of Assessment Results			
Results of assessment procedures become a part of the teacher's permanent records.	5.0	4.6	.4

STUDENT ASSESSMENT (continued)	Post Mean	Pre Mean	Difference
59. Program Improvement			
Data on final assessment results of students are utilized as a basis for program improvement	5.4	4.6	.8

*Mean scores were computed using a seven-point scale. Although the anchors varied for each indicator, in all cases 1 represents a low rating while 7 represents a high rating.

TABLE 2

	Post Mean	Pre Mean	Difference	t	p
Support Policies	4.4	4.0	.4	2.00	$p < .05$
Management Policies	5.0	4.5	.5	2.55	$p < .05$
Staffing	5.0	4.7	.3	3.52	$p < .005$
Physical Facilities	5.8	5.5	.3	2.00	$p < .05$
Operational Procedure	5.0	4.7	.3	2.97	$p < .025$
Specifications of Competencies	4.8	4.4	.4	2.97	$p < .025$
Delivery System	5.6	5.5	.1	1.78	
Student Assessment	5.5	5.4	.1	.82	